

**IMPROVING THE SPEAKING SKILL THROUGH COMMUNICATIVE
ACTIVITIES OF THE EIGHT GRADE STUDENTS OF MTs N 1 MLATI
IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of the Degree
of *Sarjana Pendidikan* in English Language Education**



By

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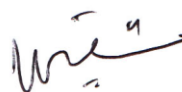
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 20 Mei 2013

Penulis,



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MOTTOS

“One will gain nothing without making any efforts”-(QS, AnNajm: 39)

“The difficulties of life are intended to make us better, not bitter” – Author Unknown

“Be kind to everyone you meet is fighting a hard battle” – Author Unknown

**“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live
its whole life believing that it is stupid” – Albert Einstein**

DEDICATIONS

I dedicate my thesis to:

My beloved Mom, Hj.Hazimah,

My beloved Dad, H.Fatkhan,S.Pd,

My amazing brother and sister, Ari Prabowo, S.T., and NoveriaDwiPutri,

My Dearest one Roni.R.Firdauz, S.T for his patience and support,

And all of my best friends; they are my greatest rewards. Thanks for
always standing by my side.

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Finally, the researcher hopes that this thesis would be useful to all of the readers. However, she also realizes that this thesis is still far from being perfect. Therefore, she hopes for suggestions for the improvement related to the thesis.

Yogyakarta, 20 Mei 2013

The Researcher

A handwritten signature in dark ink, appearing to be 'Ira pratiwi', with a stylized flourish at the end.

Ira pratiwi

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**IMPROVING THE SPEAKING SKILL THROUGH COMMUNICATIVE
ACTIVITIES OF THE SECOND GRADE STUDENTS OF MTs N 1 MLATI IN THE
ACADEMIC YEAR OF 2012/2013**

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ABSTRACT

The objective of the study is to improve the speaking skill through communicative activities of the second grade students of MTs N 1 Mlati in the academic year of 2012/2013.

This study was an action research study consisting of two cycles. The research was carried out the second semester of academic year of 2012/2013 from February to March 2013. It involved the researcher, English teacher, and students. The participants of this research were 35 students of VIII D class of MTs N 1 Mlati in the academic year of 2012/2013. The data were collected through observation and interview the students of grade VIID and the English teacher. The data were in form of field note, interview transcript, and pictures. The research instruments for collecting data were interview guidelines and a camera.

To overcome the problems, some actions were implemented such as group work activity, role-play, discussion, and storytelling and also some accompanying actions (i.e. using audio-visual media, asking students to perform in front of the class, giving feedback on the students' pronunciation). In this study, the researcher conducted two cycles of the actions. The result of Cycle I showed that the implementation of communicative activities, i.e. group work activity, role-play, the students' speaking skill increased. However, in the first time, the implementation of group work was not successful because there were not many students actively engaged in the activities. In addition, the role-play which required students in making dialogue based on the situation was less successful because there were many students who got some difficulties in vocabulary and pronunciation. Therefore, the researcher improved that action in Cycle 2 by giving different responsibility to accomplish the activity. Meanwhile, it was shown that the result of the implementation of different communicative activities (i.e. discussion and storytelling) and other accompanying actions (i.e. using audio-visual media, asking the students to perform in front of the class, giving feedback) were successful in improving the speaking skill of the second grade students of MTs N 1 Mlati.

CHAPTER I

INTRODUCTION

This study is about improving speaking skill of junior high school by using communicative activities. Chapter 1 is divided into six parts, namely background of the study, identification of the study, limitation of the study, formulation of the study, objectives of the study, and significance of the study.

A. Background of the study

English is a language which is mostly used in many countries. So, it becomes an international language accepted in many fields. For example, when people get vacation to many countries, they need to use English to communicate with people there. Another example is when we are going to job interview, so English is a language that will be required. That is why most people learn English and try to follow the global development in science and technology.

In facing the global development, Indonesian people need to study English especially for students in schools have a duty to learn English language in order to make them ready to face the demands of the age. School as a formal institution must be able to produce students who can speak English well because most of parents and people in general still trust their children to be taught at school besides at English courses. Especially in facing the national exam, there are still many schools have bad

experienced in facing the standard value that has been set by the government. And it happens from year to year.

In addition, English language position in Indonesia is as a foreign language. It is included in Indonesia's curriculum considering the importance of the English language nowadays. Even it becomes a compulsory subject to learn from elementary schools to universities. In Indonesia's curriculum there are four major skills that must be learnt in the English teaching and learning process. Those are listening, speaking, reading, and writing. Because there are many difficulties face by learners. For example, they have a limited vocabulary so it can be an impact of their confidence to speak up, there is no comfort environment in the classroom and it makes the students do not focused on the lesson, and many more. There are many factors that make speaking difficult for foreign learners. According to Brown (2001 : 270), there are some features that make speaking as a difficult language skill. They cover clustering, redundancy, reduced forms, performance variable, colloquial language, rate delivery, stress, rhythm, intonation of English and interaction. Besides the student's lack of vocabulary, their less confidence to speak and judge of English as a difficult subject make speaking as the difficult language skill.

The discussion of speaking difficulties is still going on among experts and researchers for many years. Oral skills have not always figured so centrally in second and foreign language pedagogy (Lazaraton : 2001). It has less attention by the practitioners in the field. Even in Indonesia, English instruction is focused on reading and listening as the preparation for national examination. In fact, the ability to speak

is similar with knowing the language itself since oral communication is the most basic means of human communication (Lazaraton : 2001:103). This may be one of the reasons why there are so many researchers interested to hold studies which focused on improving the student's speaking skill. Hoeriyah (2004:2) is one of the researchers who are interested to conduct research on speaking. Her research focuses on improving the speaking learning process. It is mentioned in her thesis that the student's speaking skill does not get adequate attention in the English learning process (Hoeriyah : 2004:2).

In reality, the students, however, get little opportunity to speak; more attention is paid to structure rather than to speaking. The teachers feel that teaching speaking is a burden although it is listed in the syllabus. In teaching speaking, the teacher just asks the students to read a dialog, do the exercises, learn and memorize certain expressions and practice them in pairs respectively. Here the teacher does not give the students chance to talk a lot, motivation, and sometimes classroom discussion is dominated by a minority of talkative students and the utterances are not relevant.

Based on the facts above, it is necessary for the teacher to apply a communicative approach to the teaching speaking in order to build students' self-confidence.

B. Identification of the study

Speaking is one of four major skills that require a lot of practice. But in reality, most of students are lack in speaking skill. We can see from their performance when the teacher asks them to give a speech in front of their class. They seem like not having self-confidence. That is why it is important to know how to improve student's speaking skill by using communicative activities.

Communicative activities are pieces of classroom work that involve students to produce, comprehend, or interact in the target language. In the implementation of communicative activities, the students are placed in certain situations where they have to perform a task by communicating as well as they can.

Although some of students are good at listening and understanding, it is not a guarantee they will speak English well. It means that although many students are clever at other skills including vocabulary and grammar, most of them are still poor in speaking with good pronunciation. This is one of the reasons why communicative activities is used to improve the student's speaking skill. To identify the problems, the researcher observed the speaking learning process that can be an impact to student's speaking skill. Based on the observation and interview with the teacher, the researcher obtained some problems in the speaking skill. Then the researcher identified the existing problems and classified them into several groups based on some factors. These existing problems are described as follows:

1. Teacher

It is related to the way how the teacher preparing, presenting, and evaluating her teaching. In the preparation, she does not consider the student's differences in learning. As stated by Harmer (2002), there are a number of approaches to describe the differences between learners including learner's attitude, characteristics, style, language level, and individual variations and multiple intelligence. In presenting the lesson, many of teachers do not master well how to avoid the bored way in teaching. The teacher often repeats the materials. It makes students feel bored with the subject even to the teacher herself. Whereas, there are some available media can be used to support teaching and learning process in order to improve student's speaking skill. But, the teacher could not use media effectively. The teacher also concerns only on reading and writing skills so that it makes the speaking skill becomes less to be learn by students. As a result, it may decrease of student's speaking skill. In evaluating the lesson, the teacher does not give more explanation about the mistakes of the students have made.

2. Students

Generally, students have low motivation in learning English. Most of them complain about how difficult English is to the researcher. They have the same assumption that English is difficult to learn. This is perhaps related to the fact that they have in mastery of study vocabularies, grammar, and pronunciation. This restrictiveness reduces their motivation in learning English.

3. Teaching Materials

The materials to be taught also influence the success of improving speaking skill. Writing and reading activities are more emphasized on the learning process. The activities are difficult and not interesting. The students only used a LKS and a course book which are not ideal in improving student's speaking skill because the portion of listening and particularly speaking activities are less than writing and reading. The common activity is the teacher asks the student to memorize dialogue and practice in front of the class. Surely, the students feel bored and burdened by those tasks activities.

4. Environment

Classroom atmosphere is one of the important things to support the learning process. The common place of teaching and learning process is in the classroom. Although there is a library and a quite good park that can be an ideal place to teaching and learning process, the teacher does not choose those place to be used. Actually, the teachers should have to know what kind of classroom atmosphere that can encourage students to learn. It can be created in the classroom and even outside the classroom. It is to avoid the boredom of student during the learning process takes place. Teachers can also choose where to ongoing learning process, such as the under a shady tree or using media such as dolls or toys that can attract the interest and enthusiasm of the students.

5. Speaking Learning Achievement

Students have difficulties on choosing the appropriate expression in particular conditions, expressing their ideas, it is because of limited vocabularies, less of ability in using grammar, and lack of confidence to speak English.

C. Limitation of the study

The research is focused on implementing communicative activities to improve the speaking skill of the second grade students of MTs N 1 Mlati.

D. Formulation of the study

In related to the limited problem above, the research problem formulated as what are the communicative activities to be implemented in improving the speaking skill of the second grade student of MTs N 1 Mlati.

E. Objectives of the study

The objective of this research is to improve the student's speaking skill by using communicative activities.

F. Significance of the study

This research is expected to give some benefits:

1. For students, it would be an effort to improve their speaking skill

2. For the English teacher, it would be an input to improve student's speaking skill.
3. For the school, it would be the first step to act efforts in improving the speaking skill.
4. For the English Education Department of Yogyakarta State University, it can be as a research reference with the similar theme or purpose.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

The main objective of this research study is to describe how to improve student's speaking skill by using communicative activities. This chapter will mainly aimed at learning speaking by using communicative activities for the second year student of junior high school.

A. Theoretical Review

1. The nature of Speaking

a. Definicions of Speaking

People speak in order to express their idea, their feeling or respond to the other's talk. When the others can understand what has been talked, it means that the speaker get the meaning across. Cameron (2001) mentions that "speaking is the active use of language to express meaning, so that other people can make sense of them to speak in the foreign language in order to share understanding with other people requires attention to precise details of the language". A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and also need to organize the discourse, so that a listener will understand.

Chaney (1998) in Kayi (2006) states that “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”. Speaking is a crucial part in language learning. It needs the speakers to produce the target language in the spoken form. Moreover, it involves the speaker to use speech express meanings to the other people (Spratt, Pulverness, and William, 2005). Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than it. Actually, speakers of English have to be able to speak in different genres and situation (Harmer, 2007).

Brown &Yule (1983), Richards (2008) and Nunan (1999) assert that

There are two basic genres of speaking related to its function (The first genre is transactional function in which the main purpose of speaking is to convey information and facilitate the exchange of goods and services. Then, the second genre has interpersonal or interactional function in which the purpose is to maintain good relation between two people.

In addition, (Thornbury, 2005) suggests four other speaking genres, that is interactive, non-interactive, planned and unplanned speaking. The example of interactive speaking is when people buy a food at a shop, whereas when the people leave a message on an answer machine can be categorized as non-interactive speaking because there is no interaction between two people or more. The examples of planned speaking genres are such as a lecture, sermon, and

speech. Meanwhile, the unplanned speaking is when people meet and do a conversation with somebody in the street.

b. Aspects of the Speaking Skill

According to Nunan (1999), there are two main aspects of speaking skill; accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. While, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important. Nunan (1999) states that pause is an aspect of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes. In addition, Harmer (2001) asserts that the ability to speak fluently is not only knowing knowledge of language features, but also the ability to process information and language ‘on the spot’.

Harmer (2001) proposes four special language features in speaking. The first feature is the use of connected speech. Effective speakers of English need to be able not only to produce the individual phoneme of English but also to use fluent connected speech. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking verb), or weakened (through

contractions and stress patterning). Due to the complexity of the connected speech, therefore, English teachers should involve the students in activities which are designed to improve their connected speech. The second feature is the use of expressive devices. Some native speakers of English use expressive devices in speaking through some ways, such as changing the pitch and stress of particular parts of utterances, varying volume and speed, and using facial expressions. The use of these devices can contribute to the ability to convey meanings. Therefore, in order to be fully effective communicators, students should be able to employ those devices. The third features are the use of lexis and grammar. The use of common lexical and grammatical features can be found in spontaneous speech when performing certain language functions. The last feature is the use of negotiation. The negotiation is used to seek for clarification and to show the structure of the speaker's words. The speakers need to ask for clarification when listening to someone else. Meanwhile, speakers use negotiated language to show the structure of their thoughts or to reformulate what they are saying in order to be clearer, especially when they know that their talks are not being understood.

On the other hand, most of the EFL (English as Foreign Language) students think that speaking in English is difficult because there are some factors in speaking that are regarded as being difficult as Brown (2001) has identified them. The first factor that makes the speaking difficult is clustering, because a fluent speech is not word by word, but it is phrasal. The second factor is

redundancy which can provide the clearer meaning. The third factor is reduced forms, because some students who do not learn colloquial contractions sometimes make a poor quality of speaking. The fourth factor is performance variables, such as performance hesitations, pauses, backtracking, and correction.

The fifth factor is the colloquial language which is often used in informal situation. The sixth factor is the rate of delivery. In speaking, the students are hoped to speak fluently, but most of them fail to do that. The seventh factors are stress, rhythm, and intonation. English has its own stress, rhythm, and intonation which belong to pronunciation aspects and differ from the other languages. The pronunciation is important in English because different stresses, rhythms, and intonations convey different meaning. The last factor is the interaction which needs the creativity of conversational negotiation. Those factors which are sometimes cannot be found in the first language can inhibit the learners to speak in English.

Furthermore, there are some characteristics of speech that differ it from writing. First, people speak in incomplete sentences, such as '*Cup of coffee?*' instead of '*Would you like a cup of coffee?*' Second, speakers usually repeat what other says. Besides, speakers also tend to use contractions such as here's and that's, whereas in writing, writer usually uses the full forms of the auxiliary verbs, like here is and that is. Finally, some words in writing are used differently in speaking. For example, the word 'however' is more common in writing than in

speaking, and 'started' is much more common than 'began' in speaking (Harmer, 2001a).

c. Problems in Speaking Skill

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill (Munjayanah, 2004:17):

1. Inhabitation

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attracts.

2. Nothing to say

Even if they are not inhibited, they often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This

problem is compounded of some learners to dominate, while other speaks very little or not at all.

4. Mother tongue use

It is easier for the students to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

2. Teaching Speaking

a. Teaching Speaking in English as a Foreign Language

For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Nevertheless, “speaking in a second or foreign language has often been viewed as the most demanding of the four skills” (Bailey and Savage as quoted by Celce Murcia (2000:103). According Anne Lazaration in Celce-Murcia, perhaps the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker.

This means that a variety of demands are accumulated: monitoring and understanding the other speaker(s), thinking about one’s own contribution, producing that contribution, monitoring its effect, and so on. This is one reason why many of us were shocked and disappointed when we used our second or foreign language for the first time in real interaction: “We had not been prepared

for spontaneous communication and could not cope with all of its simultaneous demands” (Celce-Murcia, 2001).

Speaking is important in CLT class. It is facilitate many classroom activities. The technique used in teaching learning of speaking should be based on the students’ need and the objective of the language learning. The process of learning and teaching of English speaking is influenced by the time allocations and the facilities available in the class. In addition, the teacher should choose the appropriate activity done in the classroom. The activity in the learning and teaching process are absolutely needed. It is in line with Celce-Murcia:

But with the advent of the theory of communicative competence and the practice of communicative language teaching, the teaching of oral communication skills as a contextualized sociocultural activity has become the focal point in many ESL classrooms (Celce-Murcia, 2001)

Harmer (2001) says that there are three stages in teaching speaking.

There are introducing the new language, practice, and communicative activity. In terms of oral communication, one needs to learn when it is appropriate to speak, in which circumstance, how to gain the right to speak, how and when to invite someone else to speak and so on (Nunan : 2004).

Teaching foreign language for students who already accustomed in using their first language or mother tongue is not an easy work. Speaking a foreign language will be well-developed if the students have to have much practices. The students in foreign language class will not learn to speak fluently merely by hearing speech. The teacher needs to give the students more opportunities

throughout their years of study and to develop greater in encoding their thoughts.

The core of good thinking is the ability to solve the problems. It is in line with

Celce-Murcia:

What academic English second language students need most is extensive authentic practice in class participation, such as taking part in discussions, interacting with peers and professor, and asking and answering question.With academic adults, practice in activities such as leading and taking part in discussions and giving oral report is needed to be done (Celce-Murcia, 2001).

A final feature which characterizes the current ESL classroom is that students are encouraged to take responsibility for their own learning. No longer is learning seen as a one-way transfer of knowledge from teacher to student but today we understand that students learn from teachers, from classmates, and from the world outside the classroom. In addition, the learner seeks opportunities, the more likely he or she will learn to use the language.

In the oral skill classroom, students should be allowed and encouraged to initiate communication when possible, to determine the content of their responses or contributions, and evaluate their own production and learning progress.

Littlewood said that successful oral communication involve describing (Littlewood : 1981):

- 1) The ability to articulate phonological features of the language apprehensively.
- 2) Mastery of stress, rhythm, and intonation patterns.
- 3) An acceptable degree of fluency.
- 4) Skills in negotiation meaning.

- 5) Conversational listening skills (successful conversation requires a good listener as well as good speaker).
- 6) Skills in knowing about and negotiation purpose for conversation, using appropriate conversational formulae and filters.
- 7) Skills in the management of interaction.
- 8) Skills in taking short and long speaking turns.
- 9) Transactional and interpersonal skill.

If the teacher wants the learners to be able to converse in English, they need to make the classroom become a conversational place. If the learners do not talk naturally during the course of each lesson, it is hardly surprising when they can still hardly speak at all after several years of English classes. David and Pearse (2002:82) said that there are some clear implications here for teaching:

- 1) Try to create a relaxed atmosphere in your classes so that most learners are not frightened of speaking in front of the rest of the class. And do so many speaking activities as possible in pairs and groups, so that the learners can speak English without the rest of the class listening.
- 2) Expose the learners as much as possible to naturally pronounced speech, and also integrate some pronunciation work into your lessons. They will not learn to pronounce intelligibly, or to develop speaking skills in general, if they do not hear enough natural speech.
- 3) Accustom the learners to combining listening and speaking in real time, in natural interaction. Perhaps the most important opportunity for this is in the general use of English in the classroom.

For most students in Indonesia, learning speaking is difficult skill that they have to master. It might happen because students in Indonesia do not have sufficient time to practice their English. They learn speaking only in their school. In Indonesia English is one of compulsory lessons.

In line by Harmer (2001) theories the education experts in Indonesia define speaking activities in junior high schools into three parts.

1. Express meaning in short simple monologue text which is used in oral language accurately, fluently, and appropriately to interact with their surrounded environment in asking, giving, refusing services, asking, giving, refusing things, asking, giving information, asking, giving, and refusing opinion, and offering/ giving/ refusing something.
2. Express meaning in short simple monologue text which is used in oral language accurately, fluently, and appropriately to interact with their surrounded environment in asking, giving and offering an agreement, responding statement, giving attention to the speaker, starting, closing conversation.
3. Express meaning in short simple monologue text which is used in oral language accurately, fluently, and appropriately to interact with their surrounded environment.

Based on explanation above speaking performance indicators can be summarized into four parts. They are: performances activity, language act, criteria and object.

- a) Performances Activity: Expressing meaning in short simple monologue texts.
- b) Language Act: Asking, giving, refusing, interacting and responding.
- c) Criteria: Accuracy, fluency and appropriateness.

d) Object: services, opinion, things, agreement, statement, etc.

Students in Indonesia have to master those speaking performance indicators when they want to have good speaking ability. They really need teachers to help them in learning speaking. Teachers have big role for them.

In conclusion, speaking is one of the central elements of communication. The functions are interactional and transactional. Therefore, teacher should provide learners with opportunities for meaningful communicative behavior about relevant topics. This requires teacher to give guidance for the learner's needs. The learner will learn how to communicate verbally and nonverbally as their language skill developing. Consequently, the exchange of messages will enable the learner to create discourse that conveys their intentions in real life communication. Furthermore, In EFL teaching, it is an aspect that needs special attention and instruction. In order to provide effective, it is necessary for teacher of EFL to carefully examine the factors that underlie speaking effectiveness. It will gradually help learners speak fluently and appropriately.

b. Approaches to the Teaching of Speaking

There are several approaches to the teaching of speaking. Thornbury (2005) proposes two kinds of approaches to teach speaking, they are task-based and genre-based approaches. Task-based approach is an approach that foregrounds the performance to the tasks and the focal attention is on the linguistic component of the task. This approach is motivated by the believe that language is the best learned by using it, rather than learned and used it. In addition, Willis in Thornbury (2005) argues that task-based approach is based on fluency comes accuracy and that learning is prompted and developed by the need of communicate.

On the other hand, in the genre-based approach which is to replace the task-based approach is aimed to providing the real uses of language in a social context. Such uses can be given by establishing the social purpose and cultural context of the genre. Here, the text or genre can be in written or spoken mode. Then, it may be followed by giving the presentation and analysis of a typical example before the students attempt to create their own example.

Dealing with genre-based approach, Feez and Joyce (1998) in Richards (2006), describes the phases of the approach. The first phases is building the context in which the students are introduced to the social context of an authentic model of the text type by learned, explore features of the general cultural context in which the text type is used and the social purposes the text type achieves, and explore the immediate contexts of the situation by

investigating the register of the model text which has been selected on the basis of the course objective and learner's needs. These context-building activities can be provided by presenting the context through pictures, audiovisual materials, realia, excursions, field trips, guest speakers; establishing the social purpose through discussions or surveys; giving cross-cultural activities, such as comparing differences in the use of the text in two cultures; and comparing the model text with other texts of the same or a contrasting type. e.g. comparing a job interview with a complex spoken exchange involving close friends, a work colleague or a stranger in a service encounter.

The second phase called modeling and constructing the text, the students are asked to investigate the structural patterns and language features of the model and compare the model with other examples of the same text type. This place can be undertaken at the whole text, clause, and expression levels.

The third phase is joint construction of the text. In this phase, the students begin to contribute to the construction of the whole examples of the text type whereas the teacher gradually reduces the contribution of the text construction, as the students move closer to being able to control the type independently. There are some activities that can be used in this phase such as the teachers' questioning, discussing, and editing whole class instruction, then scribing onto board or overhead transparency, skeleton texts, jigsaw and

information gap activities, small-group construction of tests, dictogloss, and self-assessment and or peer-assessment activities.

The fourth phase is independent construction of the text. In this phase, the students work independently with the text in which their work will be used for achievement assessment. The activities that can be included in this phase are a) listening tasks, e.g. comprehension activities response to live or recorded material, such as performing task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions, b) listening and speaking tasks, e.g. role plays, simulated or authentic dialogue, c) speaking tasks, e.g. spoken presentation to class, community organization, or workplace, d) reading tasks, e.g. comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions, and e) writing tasks, which demand that students draft and present the whole text.

The last phase is called linking to related texts. In this phase, students investigate how what they have learned in this teaching/learning cycle can be related to other texts in the same or similar context, future or past cycle of teaching and learning, and activities which link the text type to related texts, such as a) comparing the use of the text type across different fields, b) researching other text types used in the same field, c) role playing what happens if the text type is used by people with different roles and relationship, d) comparing spoken and written models of the same text type, and e)

researching how a key language feature used in this types is used in other text types.

In addition, Harmer (2001), propose communicative language teaching as one of approaches to the teaching of speaking. This approach comes from many beliefs of language learning. First, it is believed that language is not only pieces of grammar, but it also involves language functions that the students have to learn how to use them. Besides, students have to be aware of the need of appropriateness or the formality of language when they talk to others. Moreover, this approach put attention on activation and study which mean that if students get enough exposure to language and opportunities to use it and they are motivated to learn it, the learning will be successful. The last, the important point of this approach is that language is learned not only by knowing it but also by using it to communicate.

The other well-known approach to teach speaking is PPP (Presentation, Practice, and Production). In the presentation stage, the teacher usually presents a new grammar structure through a conversation or short text which then followed by explaining the non-structure and check students' comprehension of it. The focus of this first stage is on comprehension and recognition (Richards, 2006).

In addition, Harmer (2001) states that presentation stage the teacher presents the context and the situation of the language. Besides , Mary Spratt (2005) states that presentation stages the teacher presents (introduce to

learners for the first time) new language such as vocabulary, grammatical structures, and pronunciation. Meanwhile, in practice stage, the students are asked to practice the new structure in a controlled context (the content has been provided by the teacher), through drills and or substitutions exercises. In the production stage, the students practice using the new structure in different context more freely, often using their own content or information. The focus of the production stage is on real or stimulated communication which aims to develop the students' fluency with the new pattern. Harmer (2001a) claims that PPP is effective for teaching simple language at lower level, but it becomes less appropriate when the students already know a lot of language.

c. Techniques and Methods of Teaching Speaking

Techniques are one of the factors which determine the success of teaching and learning. Techniques are the ways and means adopted by the teachers to direct the learners' activities toward an objective. Based on Brown (2001:271-272) it is stated that the types of speaking classroom performance include imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue).

In addition, Brown (2001:275-276) also develops some principles for designing speaking techniques. They will be described below:

- 1) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning,

and fluency. In current zeal for interactive language teaching, it can easily slip into a pattern of providing zesty content-based, interactive activities that can not capitalize on grammatical pointers or pronunciation tips. When the teacher do a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, make sure that the tasks include techniques designed to help students to perceive and use the building blocks of language. At the same time, don't bore the students to death with lifeless, repetitious drills. As noted above, make any drilling as meaningful as possible.

2) Provide intrinsically motivating techniques.

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be." Even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them. Often students don't know why the teachers ask them to do certain things; it is usually pays to tell them.

3) Encourage the use of authentic language in meaningful context.

It is not easy to keep coming up with meaningful interaction. It is succumb to the temptation to do, say, disconnected little grammar exercises where we go around the room calling on students one by one pick the right answer. It takes energy and creativity to devise authentic

context and meaningful interaction, but with the help of a storehouse of teacher resource material it can be done.

4) Provide appropriate feedback and correction

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback “out there” beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5) Capitalize on the natural link between speaking and listening

Many interactive techniques that involve speaking will also of course include listening. Don’t lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6) Give students opportunities to initiated oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only to “speak when spoken to.” Part of oral communication competence is the ability to

initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. As the teachers design and use speaking techniques, ask themselves if they have allowed initiating language.

7) Encourage the development of speaking strategies

The concept of strategies competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. The classroom can be one in which students become aware of, and have a chance to practice, such strategies as

- a) asking for clarification (*what?*).
- b) asking someone to repeat something (*huh? Excuse me?*).
- c) using fillers (*uh, I mean, well*) in order to gain time to process.
- d) using conversation maintenance cues (*uh huh, right, yeah, okay, hm*).
- e) getting someone's attention (*hey, ay, so*).
- f) using paraphrases for structures one can't produce.
- g) appealing for assistance from the interlocutor (to get a word or phrase, for example).
- h) using formulaic expression (at the survival stage) (*how much does ___ cost? How do you get to the ___?*).
- i) using mime and nonverbal expressions to convey meaning.

d. School Based Curriculum

According to the content standard which is developed by BSNP (2006), the English teaching for Senior High School students in Indonesia is aimed at 1) developing the students' oral and written communication competence to achieve functional literacy, 2) developing the students' awareness of the importance of English in improving the nation's competence in the world, and 3) developing the students' understanding of the relation between language and culture. Besides, according to the Regulation of Ministry of National Education (Permendiknas) no. 22, year 2006 about the standard of competencies and basic competencies for English teaching and learning process which has proposed by BSNP (2006), the Grade VIII Junior High School students in the second semester have to pose several speaking competencies as shown in Table 1.

Table 1: Standard of Competency and Basic Competency of Speaking Skill for Junior High School Student Grade VIII Second Semester

Standard of Competence	Basic Competence
9. Expressing the meaning of transactional dialogue and short simple interpersonal in the context of daily life.	<p>9.1. Expressing the meaning of transactional dialogue (to get things done) and interpersonal (social) by using a simple language accurately, fluently, and acceptably in daily life by using: asking, giving, refusing help, giving refusing thing, asking and giving information, asking, giving, and refusing opinion, and offering/accepting/refusing something.</p> <p>9.2 Expressing meaning in formal and informal transactional (to get things done) and interpersonal (to socialize) conversation using simple spoken language accurately, fluently, and acceptably in the form of asking and giving opinion, asking clarification, and responding interpersonally.</p>

<p>10.Expressing the meaning of the short functional texts and the simple monologue texts in the form of recount and narrative in the context of daily life.</p>	<p>10.1 Expressing transactional (<i>to get things done</i>) and interpersonal conversation (socialization) in variety of oral language accurately, fluently, and acceptably in the context of daily life.</p> <p>10.2 Expressing the meaning and rhetorical steps accurately, fluently, and acceptably by using the kind of oral language in the context of daily life in the form of narrative.</p>
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Based on the standard of competencies and basic competencies in Table 1, the students are expected to be able to communicate in English in their daily life. It means that English teachers have to give the students activities that can cover those competencies. Teachers have to note that the activities should make the students communicate in English. One way to make the students communicate in English is through communicative activities in which one kind of the activities is communicative activities, such as an information gap activity, role play, conversation grid, many more. For instance, in Basic Competency 9.1 in which the students are required to be able to express meaning in the daily life conversations in the forms of asking and giving opinion, the teachers can give every 25 student a survey card. The students have to talk to each other to collect information based on their own opinion. Thus, they will use many kinds of expressions and speaking strategies not only asking and giving opinion, but also other expressions such as likes and dislikes expression, and speaking strategies such as clarifying meaning and negotiation of meaning.

Meanwhile, in Basic Competency 10.2, the teacher can give many video of the story to the students. Then a student orally can retell the story in

the video with their own words. This activity is called story telling. However, to make the activity more communicative, the teacher can divide the students into several groups (i.e. 10 groups) in which every group consists of 3 to 4 students. Then the teacher gives every group different situation and they have to do a role play based on the situation given. By implementing those activities, the students' communicative competence can be improved.

Furthermore, based on the Regulation of Ministry of National Education (Permendiknas) no. 41, year 2007 about the process standard for elementary and secondary education, the teaching and learning process should cover some activities to achieve the basic competency. A teacher should present the activities in interactive, inspiring, enjoyable, and challenging ways so that they can encourage the students to participate actively based on their interests, and physical and psychological developments. Moreover, in teaching, the teacher should consider exploration, elaboration, and confirmation processes. In the exploration process, the teacher is required to be able to 1) ask the students to seek for some information based on the topic that is being learned, 2) use any approaches to the 26 teaching and learning, media, and other learning resources, 3) employ the student-student, students-teacher, students-environment, and students-other learning resources interactions, 4) engage the students to actively participate in every activity, and 5) ask the students to do some experiments in a laboratory, studio, or field.

Meanwhile, in the elaboration process, the teacher is required to be able to 1) familiarize the students with various reading and writing activities through any meaningful tasks, 2) facilitate the students with some tasks, discussions, and other activities to express their ideas both in spoken and written, 3) give opportunities to the students to think, analyze, solve a problem, and act without any fear, 4) give the students with a cooperative and collaborative teaching and learning process, 5) give the students opportunity

to compete fairly in order to improve their achievement, 6) ask the students to make an exploration report which is done individually or in group, and orally or in written mode, 7) ask the students to do an exhibition, tournament, festival, and their products, and 8) ask the students to do some activities that can encourage their confidence.

In the confirmation process, the teacher is required to be able to 1) give positive feedback and reinforcement in the form of spoken and written feedbacks, signs, or rewards to successful students, 2) give a confirmation to the students' exploration and elaboration results through many resources, 3) help the students to do a reflection to get a learning experience, 4) help the students to get a meaningful experience to achieve a certain basic competency, in which the teacher a) acts as an informant and facilitator in answering the students' questions when they get difficulties, b) helps the students to overcome a problem, c) gives guidance to the students so that they can examine their exploration result by themselves, d) gives more information to the students so that they can explore their knowledge more, and e) gives motivation for the students who do not actively participate in the teaching and learning process.

3. Communicative Language Teaching (CLT)

According to Larsen – Freeman (2000:121) some observe that learners can produce sentence accurately inside a lesson, but could not use the appropriately when generally communicating outside the classroom. Learners may know the rules of sentences, but they do not have a capability in applying their knowledge of language. It implies that being able to communicate requires more than mastering linguistic structures. According to Hymes in Larsen-Freeman (2000:121) it is also needs communicative competence

knowing when and how to say what to whom. Such observation contributes to a shift in the field in the late 1970s and early 1980s from a linguistic structured centered approach to a communicative approach. The application of the communicative approach in language teaching is communicative language teaching.

Richards (2006) proposes the characteristics of communicative view of language as follows:

- a. Language is a system for the expression of meaning.
- b. The language function is for communication and interaction.
- c. The language form should be based on communicative purposes.
- d. The skills be taught not only consist of grammatical and structural features but also categories of functional and communicative meaning included in discourse.

a. The characteristics of CLT

Brown (2001:43) stated that there are six interconnected characteristics as a description of CLT:

- Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspect of language with the pragmatic.
- Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational

language forms are not the central focus, but rather than aspects of language that enable the learner to accomplish those purposes.

- Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- Students in a communicative class ultimately have to use the language, productively and receptively. In unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.
- Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
- The role of the teacher is that of facilitator and guide, not an all – knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

b. The principles of CLT

Morrow (1981: 59-66) states that a consistent methodology requires an underlying set of principles in the light of which specific procedures, activities, or techniques can be evaluated, related and applied. He proposes five principles as follows:

a. Know what you are doing

This principle tells the reason why the learners must learn a linguistics feature in what way. It means that at the end of the lesson, the students should get ‘something’ than they do not have at the beginning or they can do “something” that they cannot do at the beginning. For example, to retell the news items, the students need to know the pattern of past tense. Then, they must know how to use it in certain situation. Morrow (1981:61) emphasizes that the “something” here is communicatively useful.

b. The whole is more than the sum of parts

This principle is related to the ‘analytic’ and ‘syntactic’ approach to language teaching. A syntactic procedure would involve learners in the learning process individually and practicing how to combine them. An analytic procedure would introduce complete interaction of the text and focus for learning purpose on the way these are constructed (Morrow; 1981:61). He states that a discussion may be made to share the same concern with the ‘whole’ rather than ‘part’. A communicative method is likely to make use of both approaches

c. The process are as important as the forms.

This principle is related to the goal in developing the ability of learners to communicate in a foreign language. It will put emphasis on the process of communication. In addition, the practice on form of the target language can take place within communicative framework (Morrow; 1981:1)

d. To learn it do it

What happens in the classroom much involves the learners and must be juggled in terms of the learning effects on him. In a learning a language, cardinalities of learning

theory is that, 'you learn by doing'. It means that learning a language in CLT should provide learners many activities to practice using the target language intelligibly.

- e. Mistakes are not always a mistake

Learning language in CLT provides many chances for learners to practice using the target language. During the activities, they may be forced into activities for which they have not been prepared, and in an effort to deal with them, they make mistakes. Making mistakes, in relation to grammar or pronunciation, are permitted as long as they get the message across. In short, CLT regard making mistakes as not always a mistake.

4. Communicative Activities

Communicative activities are pieces of classroom work that involve students produce, comprehend, or interact in the target language. In implementation of communicative activities, the students are placed in the situation where they have to perform a task by communicating as well as they can. Harmer (2001:85) states that activities in Communicative Language Teaching (CLT) typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. Communicative activities can give some contributions toward language learning, especially in speaking learning process.

a. The purpose of communicative activities

According to Littlewood (1982), the purposes of communicative activities are:

1. To provide “whole-task practice”

Learning something involves not only practice in the part skill but also practice in the total skill called whole-task practice. This means, in foreign language learning, the teacher provide learners with various kinds of communicative activities, organized in order to suit the ability level of the learners.

2. To improve motivation

The learner final objective in learning language is to participate in communication with other. Their motivation to learn is more likely to be maintained if their classroom learning can help them to accomplish the objective with increasing success.

3. To allow natural learning

Many aspects of language learning take place through natural processes which operate when a pupil is involved in using the language to communicate. If this is so, communicative activities either inside or outside the classroom are needed in the learning process.

4. To create the context which support learning

Communicative activities can create an environment that supports an individual in his efforts to learn. It is because the activities provides

opportunities to develop positive personal relationship among students and between students and the teacher.

b. Types of communicative activities

Littlewood in Richards and Rodgers (2001:166) divides types of communicative activities in two main categories. They are functional activities and social interaction activities.

1) Functional communication activities

The main function of this activity is that learners should use the target language they know in order to get meaning across as effectively as possible. Success is measured fundamentally according to whether they handle the communicative demands of the immediate situation. The people underlying functional communication activities is that the students have to overcome an information gap or solve problem according to the situation structured by the teacher. The nature of the classroom situation limits the range of functional communication needs that can be created for students. It includes mainly the sharing and the processing of information. The example for the activities are identifying pictures, discovering identical pairs, discovering missing information, communicating patterns and pictures, and discovering differences.

2). Social communication activities

One of the important aspect of communicative skill is the ability to take account of the social meaning as well as the functional meaning of different language. This means that learners must pay greater attention to the social content in which the interaction takes place as well as the functional meanings that language conveys. Furthermore, the activities are closer to the kind of communication situation encountered outside the classroom. Here, the language is not only a functional instrument but also a form of social behavior. Littlewood (1981:14) gives an example of role-playing controlled through cued dialogues. The example is as follow:

Learner A	Learner B
You meet B in the street	You meet A in the street
A: greet B	A:
B:	B: greet A
A: ask B where he is going	A:
B:	B: say you are going for a walk
A: suggest somewhere to go together	A:
B:	B: reject A's suggestion. Make a different suggestion.
A: accept B's suggestion	A:
B:	B: express pleasure

c. Classroom Speaking Activities

There are many kinds of communicative activities that can be implemented in the teaching and learning process. Harmer (2001:271-274) states the classroom activities as follows:

1). Acting from a script

In this section the teacher asks the students to perform the play based on the dialogue in the script. Thus, the teacher as the director and the students perform the dialogue.

2). Communication Games

A game is one of activities that can help students relaxed in learning the language. This technique is particularly suitable for the children in mastering the language. It is designed to provoke communication between students, so that the students has to talk to a partner in order to solve a puzzle, draw a picture, puts the things in right order, and differences between picture.

3). Discussion

The problem in conducting the discussion is the students' reluctance to give opinion in front of their friends particularly when the students are not mastering the topic of discussion. Therefore to encourage the students is to provide activities which force the students in expressing the ideas through the topic which is familiar with student's world. For instance, are their daily activities, the situation of their class, and describes.

4). Problem solving

The material is used in this technique giving the students to work in pairs or groups. They share their problem, opinion and feeling. In this case the teacher as the bridge to communicate among the participants. Then, the students give a question and answer each other. This communication will help the students practicing and expressing their ideas in spoken language.

5). Role Play

A popular way of the aspect of speaking activities is to use simulations and role plays. This is where students pretend that they are in a different situation, either as themselves or playing the role of someone is quite different. We could ask them to be guest at some parties and go there as different characters. They could, as themselves, pretend to be at an airport trying to check luggage, or either as themselves or another character take part in a television program. In all these cases the students are using language in order to participate in the activity rather than other way round. Some students find it very comfortable to use language in a simulated environment, playing the role of someone else. It allows them to experiment freely to be another people.

Those discussion activities can be used by teacher to teach speaking. Teachers can choose one of those activities that is related to the topic and objective of the lesson. Every activity has some disadvantages. If teachers want to use an activity, they have to consider the situation, condition of their students

and the materials that will be taught. For example, when teachers want to teach about expression, they can use simulation or role play. But, not all of the students have confidence to be in front of the class. So, the teacher should find out how to make the students interest to perform in front of the class. Teachers may be can used discussion or group work in teaching and learning process. It doesn't need student to be in front of the class, but they can share with their friends about the lesson. It can simulate their opinion by speaking without need to be shy. So, from the explanation above, there are some advantages and disadvantages from the kinds of communicative activities. It depends on how the teacher considering the situation and make a decision.

d. The Types of Classroom Speaking Performance

Brown (2001:271) asserts that there are six categories apply to the kinds of oral production that students are expected to carry out in the classroom.

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

Table 2. Microskills of oral communication (Brown 2001:272)

<ol style="list-style-type: none"> 1. Produce chunks of language of different lengths. 2. Orally produce differences among the English phonemes and allophonic variants. 3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours. 4. Produce reduced forms of words and phrases. 5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes. 6. Produce fluent speech at different rates of delivery. 7. Monitor your oral production and use various strategic devices — pauses, fillers, self-correction, back tracking — to enhance the clarity of the message. 8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, plural), word order, patterns, rules, and elliptical forms. 9. Produce speech in natural constituent — in appropriate phrases, pause groups, breath groups, and sentences. 10. Express a particular meaning in different grammatical forms. 11. Use cohesive devices in spoken discourse. 12. Accomplish appropriately communicative functions according to situations, participations, and goals. 13. Use appropriate registers, implicates, pragmatic conventions, and the other sociolinguistic features in face-to-face conversations. 14. Convey links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. 15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings. 16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately for assessing how well your interlocutor is understanding you.

A question that new teachers in the field always want to have answered is: Is *drilling* a legitimate part of the communicative language classroom? The answer is a qualified “yes”. Drills offer students an opportunity to listen and to orally repeat certain strings

of language that may pose some linguistic difficulty — either phonological or grammatical.

Drills are to language teaching what the pitching machine is to baseball. They offer limited practice through repetition. They allow one to focus on one element language is a controlled activity. They can help to establish certain psychomotor patterns (to “loosen the tongue”) and to associate selected grammatical forms with their appropriate context. Here are some useful guidelines for successful drills:

- a) Keep them short (a few minutes of a class hour only).
- b) Keep them simple (preferably just one point at a time).
- c) Keep them “snappy”.
- d) Make sure students know why they are doing the drill.
- e) Limit them to phonology or grammar points.
- f) Make sure they ultimately lead to communicative goals.
- g) Do not overuse them.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3.) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments.

4.) Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5.) Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors:

- a) A causal register
- b) Colloquial language
- c) Emotionally charged language
- d) Slang
- e) Ellipsis
- f) Sarcasm
- g) A covert “agenda”

6.) Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

B.CONCEPTUAL FRAMEWORK

Learning English as a foreign language needs a set of methods and processes. The process of learning is an important part to master a language, especially in speaking. In improving the student's speaking skill, the researcher needed to find some efforts to be implemented in the process of English teaching and learning process. The researcher needed to find the suitable and effective activities to be implemented in the school.

The communication represents the meaning of human relationship. This is a process of sending and receiving of different messages from one person to another one. The language classes are the place where various types of communicative activities can be applied. The communicative activities satisfy all learning skills such as reading, writing, listening and speaking. These activities help the teacher to develop the students' thinking, creativity, imagination and all the components of cognitive sphere. The motivation, the emotions, the attitudes towards something or somebody, the self-conscience and self-confidence can either be involved in communication. Students are somehow involved in activities that give them both the desire to communicate and a purpose which involves them in a varied use of language. They can do the best to use the language as individuals.

Some benefits of using communicative activities are more exposure to Target Language, more authentic opportunities to use the language, fun and interesting for learners, provides opportunity to use authentic materials. Another benefits of using communicative activities are learning is maximized when students are engaged in relevant tasks within a dynamic learning environment instead of traditional teacher-centered classes, real life communication is the target learners are trained not only to be linguistically competent but also communicatively and sociolinguistic competent, communicative activities are motivating, learning is achieved while learners are having fun.

Any activities which invite students to share themselves with others - even though they are fairly light like the ones here - should be done in a calm and supportive atmosphere. Teachers must decide whether students want to do activities like this and how far they should be encouraged to reveal their feelings.

- Characteristics of communicative activities

1. The success of a communicative activity can be determined by the extent to which learners are dependent on the teacher. Tasks should be devised in a manner that learners gain autonomy and independence while learning.
2. The role of the teachers is to give clear and to the point instructions and provide the appropriate environment for learners to interact and exchange information.

3. Communicative activities are motivating. Learners should be at ease and have fun while doing the communicative tasks.
4. Communicative tasks are realistic. Real communication situations should be the focus instead of isolated structures with no real-life reference.
5. Communicative activities are meaningful: they are carried out to fulfill specific purposes such as booking a plane, hotel ticket, inviting somebody to a party, answering an invitation letter, shopping.
6. Performance in communicative tests reflects an underlying competence that is linguistic, sociolinguistic, pragmatic, strategic. Communicative activities should consider this multi-dimensional nature of language.

From the explanation above we can see that communicative activities have an important role to improve student's speaking skill. Communicative activities have real purposes such as finding and exchanging information, breaking down barriers, talking about one self, and learning about culture. These activities use real life situations to trigger communication. They encourage and require a learner to speak with and listen to other learners. It means, communicative activities make students learn the aspect of English learning.

In addition, Richards (2006) mentions some benefits of communicative activities. First, communicative activities are able to make the students to learn the language by listening their partners. Second, they give students more opportunity to use the language rather than presentation activity in front of the class. Last, they increase the motivation and fluency to speak in the target

language. Therefore, the researcher suggested the communicative activities which have some positive effect to the English teaching-learning process to improve the speaking skill of the second grade students of MTs N 1 Mlati.

To conduct the research, the researcher needed to do some steps. First, the researcher needed to observe the school where the researcher was going to conduct the research. In the observation, the researcher needed to find some problems about the speaking learning process that could be influenced the student's speaking skill. After finding some problems, the researcher set the plan of actions to solve the problems. Then the researcher implemented the actions collaboratively in the classroom. After implementing the actions, the researcher made some notes about improving student's speaking skill through observation and interview the students and English teacher. The researcher evaluated and analyzed the implementation the actions. At the end of the action, the researcher made reflection of the actions indicated the success of the action. If the action was conducted to be successful or achieve a positive respect. Then it was taken as one of the alternative efforts to improve the student's speaking skill for the second grade students of Mts N 1 Mlati. Next, the researcher tried to propose other action in the same cycle.

CHAPTER III

RESEARCH METHOD

A. Type of the study

The goal of this study is to improve the speaking skill through communicative activities. This research study is classified into Classroom Action Research (CAR). Burns (1999) defines action research as the application of fact finding to practical problem solving in social situation by involving the collaboration and cooperation of researcher, practitioners, and laymen. Based on this definition, it can be concluded that a teacher may be a researcher who collaboratively conducts an action research to change what is going on in her classroom, including the approaches, methods, techniques, materials, curriculum, media, evaluation system, classroom management, and classroom setting use in the teaching learning process.

This research tried to find and implemented actual activities to improve the speaking skill of the second grade students of Mts N 1 Mlati. The researcher collaborated with the English teacher to find the weakness of speaking learning process, identifying existing problems, planning, and carrying out the actions, and makes evaluation, reflection, and discussion of the actions implemented.

B. The setting of the study

The research was conducted at MTs N 1 Mlati. It is on Jalan Magelang KM 3,4 Mlati, Sleman, Yogyakarta. It is located about eight kilometers from UNY to the

north. MTs N 1 Mlati is one of junior high schools in Yogyakarta. It has 15 classes. They are 5 classes for the each grade. It also has one big teacher's room, one headmaster's office, one library room, one science laboratory, basket yard, football yard, one clerk room, one mosque, two parking lots, one large schoolyard, and four cafeterias.

There are some reasons why MTs N 1 Mlati was choosen as the place to carry out the action research. The first reason is that the students of MTs N 1 Mlati are good in English skill, but there are some students who have poor quality in English skill. So, it makes a compare between the students who have good English skill to the poor one. And the other reason is that MTs N 1 Mlati is a school which has done as the teaching practicum at semester 6, so it can be easier to identify the student's character. And there is a good relationship among the teachers and the writer.

C. The subjects of the study

The research was conducted on February to March 2013 at MTs N 1 Mlati. The subject of this research study will be the second year students of MTs N 1 Mlati.

D. Instruments of the study

The research instrument in this research were class observation checklist and interview guide.

E. Data Collection Procedure

The data of the research were qualitative and quantitative. The qualitative data were obtained by observing the English teaching-learning process in the classroom

and interviewing the English teacher and the students. The researcher observed the process and the problems related to the teaching and learning process in speaking and write them down in field notes. In addition, the interview was conducted to obtain the data about the problems related to the English teaching and learning process in the class and the quality of the students' speaking ability. The data gathered from the interview were written in the form of interview transcripts. From the observation and interview transcripts, the researcher concluded the successful and unsuccessful result of the action.

The quantitative data were obtained through speaking scores. The students' speaking performances were used to measure their speaking improvement. Here, the researcher worked collaboratively with the English teacher to assess the students' speaking ability.

F. Data Analysis Technique

The data were obtained from the actions conducted in the field. The data were taken from the result of field notes, interview transcripts, and students' speaking performance. From this research, the researcher obtained qualitative and quantitative data. To analyze the data, the researcher used the qualitative and quantitative descriptive analysis.

The data of the research which were observation results and interview transcripts were analyzed based on the qualitative data analysis as proposed by Miles

and Huberman (1994). The qualitative data were analyzed in some steps. The first step was by collecting all the data such as interview transcripts and field notes. Then, the second step was data reduction. In this step, the researcher selected, limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and field notes. Then, the next step was data display. The data that would be reduced then organized and compressed. The data display of this research was in the form of text; field notes and interview transcripts.

The quantitative data were presented in the form of tables and percentage. The students' performance tests would be scored by using speaking rubric proposed by Purwaningsih (2009) with some modification. It was an assessment rubric test consisting of four aspects. They were fluency, accuracy, vocabulary and pronunciation. Each aspect was scored 1 to 10 in which in every score had different indicator: the score higher, the indicator would be more complicated and vice versa. Then, the researcher determined whether there was any improvement on the students speaking ability or not based on the mean of the tests.

G. Validity and reliability of research data

1. Validity of research data

Democratic validity is related to the extent to which the researcher is truly collaborative (Anderson in Burns, 1999:161). To reach the democratic validity in this research, the English teacher and the students were given chances to give their ideas, suggestions, and comments about the implementation of communicative activities in improving the speaking skill. Outcome validity is related to the notion of actions leading to outcomes that are 'successful' within the research context (Anderson in Burns, 1999: 161). To reach the outcome validity, the research gave some suggestions of implementing the use of the communicative activities to improve student's speaking skill. The implementation of this validity successfully helped the progress of the research and was used to determine the next step in the research.

2. The reliability of action research

To get the trustworthiness, the researcher used the investigator triangulation techniques. In which the researcher gathered the data from several points of views from students, the English teacher and the school principal. The reliability of the data was obtained by providing the genuine data such as the field-notes, interview transcript, and speaking score.

H. Procedure of the study.

The research used the procedure of Action Research proposed by Kemmis and McTaggart (1988) in Burns (1999) by some modifications. The procedure is as follows:

1. Reconnaissance

The first step of this research was reconnaissance. This step was conducted to determine the thematic concern of the research. In this step, the researcher found out information to identify the existing problems in the field. First, the researcher interviewed the English teacher and also the students of VIID. Furthermore, the researcher collected the information by observing the English teaching-learning process. Based on the interviews and field observations, the researcher identified, there were many problems that occurred. The problems were related to the teacher, students, learning materials, and also teaching and learning process.

After the problems were identified, they were grouped based on the possibilities to be overcome. Then the researcher determined the feasible problems to be solved by considering the scale of priorities in solving problems.

2. Planning

After all participants finding the problems, they discussed to find possible actions that could be implemented to overcome the problems. Then, a lot of plans that had been agreed by all research participants were made. Next, the researcher formulated the plans of the actions that were implemented. The formulation of the plans

consisted of the framework of the actions, the materials that were given in the action and the lesson plans that were consulted with the collaborator.

3. Actions

This research was agreed to be conducted in two cycles after seeing the improvement of the speaking skill of the second grade students of MTs N 1 Mlati. The actions of the first cycle were conducted in two meetings on February, 18 and 19, 2013. After reflecting the actions of the first cycle, the collaborators and the researcher agreed to implement the second cycle. The actions of the second cycle were also conducted in two meetings on March 11 and 12, 2013. In this action research study, the researcher acted as the English teacher to implement the actions. The researcher worked collaboratively with the research participants to observe and record the actions during the teaching and learning process focused on the student's speaking skill. In this case, the collaborator observed the teaching and learning process related to my way in presenting materials, student's attitude in the class, class atmosphere, etc.

4. Reflection

In this procedure, the researcher gathered the data about the student's and collaborators respond towards the actions. Then the researcher and the collaborator discussed the actions and determined the successful and unsuccessful actions. Based on the field notes taken from observations and interview transcript, we discussed the implemented actions and analyzed the result. The discussion results were used to

improve the next actions. When the action was successful, the researcher continued the action to the next plan. On the other hand, when the action was failed, the researcher recycled the action with some reorganization. The research cycles were stopped when all participants of the research study satisfied with the improvement of the speaking skill at grade eight of MTs N 1 Mlati.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the study that are divided into two sections. The first section presents the research procedure and the second presents the findings, and the interpretation of Cycle One and Cycle Two. In doing this research, several steps were conducted systematically. They were Reconnaissance, Action planning, Action, and Reflection.

A. Reconnaissance

Reconnaissance was done to know the existing problems in the English teaching-learning process. Thus, the researcher did classroom observations, interviews, and discussions with the English teacher of Class VIII D MTs N 1 Mlati. These activities were done on 11th and 12th February, 2013. The observation and interviews were carried out in the second semester of the academic year 2012/2013.

1. Identifying the field problems

Based on the observation, the researcher found that there are some students having problems during the English teaching-learning process, especially on speaking. When the researcher gave a greeting expression, like *How's life?*, they could not respond to it. Then, the researcher explained that *How's life* is the same with "*how are you?*". Most of them did mispronunciation. When a friend performed their work in front of the class, they did not pay attention. Moreover, they had low ability

to communicate with their friends during discussion or pair works. The researcher also found that many of them wrote notes before speaking and brought their notes which were opened if they forgot what they had to say. However, there were some students who still had enthusiasm to speak in English. If the speaking activities were supported by interesting media and provided facilities, like LCD screen and computer their motivation would be built and their skills would be optimally developed.

In addition, based on the interviews with the teacher and students, there were still problems of speaking found in the class. The teacher said that the students' confidence to speak was low when they performed in front of the class. They also had hesitation to speak in English so the teacher often used *Bahasa Indonesia* to give instruction. On the other hand, the interviewed students mentioned that the activities during English lesson were boring. There were few speaking activities in the English lesson, so many of them had lack of practice to speak in English. They also mentioned that the teacher gave too much explanation without facilitating the learners with some activities which provide opportunity to practice. The field problems found in the teaching and learning process are identified as follows.

1. The students had low confidence to speak English.
2. The students had low attention to the teaching learning process.
3. The students had low vocabulary mastery, low ability in pronunciation and grammar.
4. The students did not pay attention to their friends' performance.
5. The students had low ability to communicate with their friends in English.

6. The students had hesitation to speak in English.
7. The tasks or activities done were monotonous and uninteresting.
8. The tasks or activities were not close to their world.
9. The tasks or activities did not stimulate students to give their own opinion and feelings.
10. The English teaching-learning process was teacher-centre.
11. The teacher did not make the maximum use of learning facilities.
12. The teacher explanation/voice was too soft and fast.
13. The media were not maximally used.
14. The time allocation of speaking lesson was limited.
15. The English teaching-learning process was teacher-centred.
16. The activity during the English teaching-learning process was not interactive and communicative.

To get clear understanding of the problems above, the vignette below would describe them well.

Wednesday, January, 18th 2012

The English teacher introduced the researcher to the students and they greeted her friendly. After that, the researcher was asked to sit at the back. The English teacher started the lesson by greeting them and asking their condition in English. By using English mixed with *Bahasa Indonesia* the English teacher explained the activity that they were going to do in that day that was telling a story (narrative text) that they had learnt the day before. The narrative text was new for VIII grade students and the title was "The Deer and the Tiger". The content of the story was not new anymore because it was usually found in the children story. Then, the teacher started giving the explanation. Explaining the formula of Past Tense adapted from the course book was done as her style. Most of the students did a chat with their friends. Some of them laid their head on the table as if they were falling asleep. Only

students who sat in front were paying attention. For the last explanation, the teacher reminded them not to be shy in telling a story and did it loudly. Sometimes, she translated the explanation into Bahasa Indonesia.

The teacher asked the students if there were some students who would like to be volunteer to tell a story they knew based on the picture at least ten sentences. After for a while waiting, because there was no student who was willing to be volunteer. Finally, the teacher called a student named Ibnu to tell a story. He brought a book to help him to tell the story of “The Deer and The Tiger”. He started with greeting to his friends and then opened the book. With many pauses and advices from the teacher, he read the story on his book. Half of his friends gave their attention and half of them did not, especially who sat in the back. Some of them also chatted with others. Then, another student, Buyung was called by the teacher. He was called several times because he did not hear the teacher’s voice. Finally, he came in front of the class and told about “The Deer and The Tiger”. Loudly, he began the story without read any notes. Again, the teacher took Ibnu’s part on speaking. Unlike Ibnu, he started with nice expression and gesture with the help from the teacher. However, he got some difficulties to pronounce some words when the teacher stopped giving guidences of his speaking. Unhappily, many students started getting bored and preferred to chat with their friends.

Next, there was a student, named Indah, asked to do the story telling in front of the class. She seemed not enthusiastic to go in front of the class. The teacher, then, reminded them to pay attention to their friend’s performance and not to chat with their friends that could make noise. Dina, greeted their friends and started to tell the story well. She also brought the pictures and used her gestures. Though, still some of the students did not pay attention well to them. Many students could communicate well with their classmate because they often brought the note to be read and did not speak loudly. The rest of the students still just made noise and made their performance get worse. The English lesson was not interactive and uninteresting although the theme was interesting, that was about retelling story (narrative). The class was ended at 9.10 a.m.. The researcher asked two students to be interviewed.(see Appendix A, field note 19 January, 2012)

2. Determining the research problems

After identifying the field problems, the researcher and the collaborator discussed to figure out the manageable problems to be solved. The problems were related to the students' speaking ability and the English teaching-learning activity. The students in Class VIII D had low speaking ability. It could be seen from the lack of vocabulary mastery so that they were not familiar with the English words. They often mispronounced when they were asked to speak in English. They also lacked confidence that made them reluctant and shy when they were asked to perform their works in front of the class. Moreover, they did not actively participate in the speaking teaching-learning process so that they could not communicate with their friends.

Meanwhile, the teaching and learning activities employed by the English teacher were not communicative and teacher-centered. The teacher often employed reading and writing activity and she seldom employed speaking activity so that the students had less opportunity to practice their English orally. Besides, the activities were not close to their world based on their ages, interest, and background knowledge. Therefore, the students could not give their own opinions and feelings. Those problems hinder the English teaching and learning process from running effectively and successfully that the researcher needed to solve them. To get clear understanding, the problems are listed as follows:

1. The students had low confidence to speak English.
2. The students had low vocabulary mastery.

3. The students had low ability in pronunciation and grammar.
4. The students had low ability to communicate with their friends.
5. The students could not speak English spontaneously.
6. The activities were not interesting
7. The tasks and activities were not close to their world.
8. The tasks or activities did not expose them to give their own opinion and feelings.

Those problems were chosen because they were considered having possibility to be overcome. The possibility was measured based on the time, energy, and the school personality.

3. Determining the actions to solve the field problems

Considering those problems, Brown (2001) mentions his seven principles for success in speaking; one of them is that learning to speak needs acquiring the target language in context. In other words, they should learn speaking by doing based on the certain situations. Thus, the teacher should encourage learners to use the authentic language which make the speaking activities interesting and that would be meaningful for them because these would take students attention to learn English. If the motivation was low, the practice would be not effective. If the students did less practice, the purpose of learning speaking which is for communication would not be achieved. This phenomenon happened in the English teaching-learning process in Class VIII D. Therefore, the researcher and the collaborator concluded that the source of the problems was done. So it was decided that the focus of the research was to

select the activities done in the classroom. It was expected that by overcoming the problems of the activities, like providing the authentic tasks which give the learners opportunity to practice speaking in context, the other problems would be overcome.

In that time, the researcher proposed some communicative activities in actions and the teacher agreed. Besides, the English teacher seldom used communicative activities, because she did not have enough time to design the activities. There were some reasons why the researcher chose communicative activities in teaching speaking. First, communicative activities provide authentic materials which are much exposure to the target language. Second, they encourage learners to acquire language knowledge and prepare them for real life language use. The last, the activities can help to make the classroom into active and enjoyable place where the students can learn what they need and what they want. Thus, one of the best ways to solve the problems above was implementing communicative activities in their speaking teaching-learning problems.

B. The Report of Cycle I

a. Planning

The aim of the first cycle was to improve the activities in the classroom so that the students' speaking skill would improve. This cycle employed communicative activities as the actions. On January 7th, 2013 together with the teacher, the researcher planned the actions to be implemented in the first cycle. In this cycle, it

was also agreed that the researcher would act as the teacher and the English teacher would act as the collaborator.

As the result, some plans were agreed to do. They are:

1. Giving feedback on the students' pronunciation
2. Implementing communicative activities with different topics related to their interest, and age, such as: group work and role play.
3. Using group work (semi-guided), and conversational partners (free) in pre-communicative activities

Each of them would be described specifically in the following sections:

1. Giving feedback on the students' pronunciation

Based on the observations and interviews with the students, the English teacher seldom gave feedback on the students' work, especially on the students' pronunciation. It made the students always make the same mistakes for many times. Then, the researcher planned to give feedback on the students' pronunciation after they performed their work so that they would not make the same mistakes next time.

2. Implementing communicative activities with different topic than before

In Cycle I, communicative activities were implemented with different topics. The activities contained many activities that encouraged and required learners to speak with and listen to the others. They were role play and group work activities. It

was expected that they would improve the motivation of the students. The students would be attracted and stimulated to be more serious in learning English. By choosing a topic that close to their world, this could give the experience for the students to speak spontaneously in a real situation. Subconsciously, the students would learn more about the use of expression in English. Before giving the communicative activities, the researcher would give pre-communicative activities. This was done because according to Littlewood (2002), the pre-communicative activities would prepare students to do the communicative activities effectively.

3. Using group work and conversational partners.

Based on the observations, most of speaking lesson was fulfilled by the explanation from the teacher. The students seldom worked in groups so they had lack of opportunities to practice their speaking. Though, in this action, the researcher used group work and conversational partners to make the class more interactive. By asking them to make a group of three or four, they would share about their knowledge, information, opinions, and feelings. Each group should contain one student as a leader that have good proficiency of English. This activity was selected because there was a process which required students to speak up in the same portion to get the information they needed. They were required to exchange information among students, so in each group, each student was required to do his own duty. It was expected that the students would be stimulated to show their ideas. Therefore, using group work and

conversational partners would help students to be more active to express their own ideas.

b. Actions and Observation of Cycle I

The actions were carried out twice, on 11th February, and 12th February 2013. The themes were asking, giving, and disagreeing opinion. The data were collected by observing the teaching-learning process and doing semi structured interviews. The data indicated the following impact:

1. Giving feedback on the students' pronunciation

When the students performed their work orally in front of the class, some of them pronounced some words incorrectly, for example: nice, opinion, right and in the second meeting, the mispronunciations occurred in the words: think, idea, agree, about. It could be seen on the table 3. The researcher always corrected the students' pronunciation in every meeting by giving feedback after they performed orally in front of the class. As stated by Harmer (2001) that correcting the students' speaking mistakes is important, the researcher views that by correcting the students' pronunciation, they are expected to not to make the same mistakes next time.

Moreover, when the researcher was giving the correct pronunciation of some words, some students were very enthusiastic to know the correct pronunciation of the words. Even, some of them asked the researcher about the pronunciation of other words. It could be seen from the following extract.

“.... When the researcher gave the correct pronunciation of those words, the students were very enthusiastic to imitate what the researcher said. Moreover, there was a student who asked about the correct pronunciation of some similar words, which were thought, thing. Then, the researcher gave the pronunciation of those three similar words. (Field note 4, February 12th, 2013)”

2. Implementing communicative activities with different topic

Communicative activities were implemented in February 2013. Before giving communicative activities, the researcher gave pre-communicative activities about asking, giving, and disagreeing opinion. Those were done to equip the students with some of the skills required for communication. The purpose of this pre-communicative activity was to enable students to make the sentences correctly, pronounce some words accurately and use expressions contextually. In other words, they managed to produce an acceptable language. The first pre-communicative activity was “repeat after her” (Activity 2). The researcher gave the pronunciation drilling of words, phrases and sentences.

a. First meeting

In the first meeting on 11th February 2013, the researcher implemented communicative activity which was group work activity. It was more interesting and close to their world. It also involved the student’s motivation to participate. The activity was “*What do you think?*” of which objective was the students are able to use the expressions of asking, giving, and refusing opinion. This activity was something

new for the students so that they seemed very curious and happy when the researcher announced and explained the rule.

Before doing the group work activity, the researcher gave pre-communicative activities to prepare them to do the later activities well. The audio-visual drills were implemented in this step. It provided some expressions used in asking, giving, and refusing opinion. The videos were shown through the projector so every student could see them. Initially, the video gave the model of some sentences for asking opinion, giving opinion, and refusing, like “do you think it is a nice shoes?”, “ yes, I think so.” , “No, I don’t think so”. After the students watch the video, the researcher asks them some questions related to the topic lesson, for example “what is video about?”. Then, the students answer that is the expression of asking giving and refusing opinion. In the early, there were three students did well. The fourth and fifth students made a mistake in pronouncing words. Most of them could do the activity well. Then, the researcher prompted them as stimulus in a drill or a question from the researcher (Activity 1). “T” is for researcher’s stimulus, and “S” is for students’ response. The activity can be seen as follows (field note 3):

T: What is the video about?

S: It is about asking opinion

T: what kind of expressions are used in the video?

S: asking opinion, agree and disagree

T: would you give example of the expression?

S: mmmm, I think friend rice is good or breakfast.....No, I do not like fried rice.

And then, the researcher explained about asking, giving, and refusing opinion. After that, she played the audio conversation to stimulate student's pronunciation and give them the audio transcript and ask them to repeat after her (Activity 2). The aim of this pre-communicative activity is to stimulate student's conversation, practice their pronunciation, and practice to use the expressions of asking, giving, refusing opinion. This was also good for students before they came to communicative activities session.

After giving them exercises, the researcher decided that the students were ready to do the communicative activities. That was group work. By working in groups of four, the students shared and exchanged information with others to complete their tasks. They also practiced to speak spontaneously with their classmate.

The researcher gave the worksheet containing an incomplete dialogue to the each group. They had to complete the dialogue. Thus, they were required to exchange information or discuss to give the correct expression in the incomplete dialogue. The students did the activity seriously. They were also busy in deciding what expression they would used to complete the dialogue. After completing the dialogue with some expressions, they practiced to pronounce before they performed orally in front of the class. Some of the students looked seriously practice the dialogue but some were not

(field note 4, 25 February 2013). This activity stimulated the students to speak in English.

The researcher monitored the students and helped them if they got any difficulties. Some of the students were not fluent to speak English and switched into *Bahasa Indonesia*. There were some students who made mispronunciation but not all of the words. However, the communication among students happened well in the classroom. Most of the students got the information and could complete the incomplete dialogue correctly. It means that the students were well-stimulated to practice speaking in English.

b. Second meeting

This meeting was carried out in 12th February, 2013. The communicative activity on this meeting was role play. To prepare them to do this activity, the researcher introduced the activity and gave the model as well as the practice. The practice was in the form of a “situation” in which students made a dialogue based on a situation given. Here is the example of the situation:

Situation (choose one of them):

- a. Your classmate asks you about her/his new shoes. Give your opinion.
- b. Your sister asks you to watch cartoon movie. Give your opinion.
- c. Your father has a plan to go to the beach at holiday next week. Give your opinion.
- d. Your aunt bought you a new bookbag as your gift. Give your opinion about the gift.

According to Littlewood (2002), this kind of activity is functional activity. It has a purpose to discover the differences between two things. In this activity, there was a situation that the students did their roles; there was a person ask about something and ask other's opinion(activity 4). In the early, the researcher gave the instruction how to do that activity. Each student and their partner must choose one of situations and then make a dialogue by using the expression of asking, giving, and refusing opinion. After that, they performed it in front of the class orally. After getting the researcher's explanation, the students started to do the activity. After ten minutes, they were ready to perform their work orally.

When the students were doing this activity, the researcher monitored them by approaching their desks to see whether they understood the instruction or not. After for a while, almost students had got the information needed. They found the target through the information from the partner. Most of the students had done the task well.

3. Using group work and conversational partner

In the first activity, the video conversation of asking, giving, and refusing opinion and audio conversation transcript were used as a media and the researcher asked students to repeat after her. It was expected to stimulate the student's pronunciation and effective to build communication, because the number of students was large to be divided into two groups with equal size. However, the researcher

found difficulties to monitor them. As a consequence, not all of the students did their duty in this activity well. Moreover, this activity was something new for them so that they seemed confused. There were many different questions from the students when they tried comprehending the role play in Activity 4.

c. Summary of Cycle 1

The implementation of the actions in Cycle 1 could be summarized as follows.

- (1) Giving feedback on the students' pronunciation in every meeting. The students were very enthusiastic to know the correct pronunciation of some words..
- (2) Communicative activities were implemented in two meetings by instructing the students to work in group of four and role play.
- (3) Using guided (group work) and semi guided (conversational partner) before communicative activities.

In details, the implementation of the actions in Cycle 1 could be seen in Table 3

Actions	Descriptions
Giving feedback on the students' pronunciation	The researcher always gave feedback on the students' pronunciation in every meeting. The students were very enthusiastic to know the correct pronunciation of some words.

Using communicative activities	Communicative activities were implemented in two meetings by instructing the students to do the works in pairs and groups. -group work - role play
Using group work and pair work	Using group work as guided and semi guided activity and conversational partner as semi guided and free activity.

d. Reflection at the end of Cycle I

After implementing the actions, the researcher and the collaborator did a reflection. It was done based on the observation in the teaching-learning process, the students' opinion, and the comments from the researcher and the collaborator. In this step, each student had an equal opportunity to express his or her ideas, opinion, and feelings. Followings are the reflection of actions in Cycle I.

1. Giving feedback on the students' pronunciation

The researcher always gave feedback on the students' pronunciation after they performed their work, so that they did not make the same mistakes. In giving the feedback on the students' pronunciation, the researcher did not point out on a student's single mistake so that it did not make her/him shy. It was in accordance with Lynch's (2010) statement that by indicating the mistakes, but not immediately

providing the correction, teachers do more to facilitate students' progress. These are some words which were pronounced incorrectly by the students and the correction done by the researcher after all students performed.

Table 4 :

No	Students' Mistakes in Pronouncing Words		Teacher's correction	
	Word	Phonetic Transcription	Word	Phonetic Transcription
1	Think	/ting/	Think	/ θɪŋk /
2	Thing	/ting/	Thing	/θɪŋ/
3	About	/abowt/	About	/ə'baʊt/
4	Agree	/egri/	Agree	/ə'gri:/
5	What	/wat/	What	/wɒt/
6	believe	/beliv/	Believe	/bi'li:f/
7	Idea	/idea/	Idea	/ai'diə/
8	Match	/mat/	Match	/mʌt /
9	Shirt	/sət/	Shirt	/ ʃɜ:t/
10	Paper	/papər/	Paper	/ˈpeɪpə(r) /
11	So	/So/	So	/səʊ/
12	Opinion	/opiniən/	Opinion	/ə'pinjən/

13	interesting	/ɪ nterestɪ ŋg/	Interesting	/ˈ ntrəst: ŋ/
14	Famous	/famos/	Famous	/ˈfeɪməs/
15	Important	/ɪ mportan/	Important	/ ɪ mˈp :tnt/

From the table above, we can see that the students got the correct pronunciation and enthusiasm in pronouncing words. By giving correction to the students' incorrect pronunciation, the students did not make the same mistake in other chances. The students were very enthusiastic when the researcher told them about the right pronunciation of some words. It could be seen from one of the field notes below.

“.... After the students perform, the researcher gave some feedback on their pronunciation and discussed the main ideas of the stories and all of them were very enthusiastic to imitate what the researcher said. (Field note 3)”

The student's enthusiasm can be seen when some students pronounced well, and they asked the researcher to pay attention on them. It can be seen in the following field notes:

R : “O.K. You guys, follow me. Think! Idea! Agree! Believe! Opinion!

S : (following the researcher). (some students were good in pronunciation, such as Iksan)

Ikhsan : “ Think (: / θɪŋk /), Idea (ai:di),

R : (giving feedback in correct pronunciation)

S : “Miss, look. Am I right in pronounce?

R : “ Good.”

The student was interested to learn good pronunciation and fixed the mistake in pronouncing some words. It also helped them improved their speaking ability in English.

That finding is in line with Harmer’s (2001) statement that when the teacher gives sympathetic and useful feedback on the students’ speaking, they will get tremendous satisfaction on it and then they will be motivated to do the task. Moreover, most of the students said that their speaking ability had improved since they knew the correct pronunciation of some words. Indah said, ‘.... the activities were enjoyable and I know the correct pronunciation of some words’ (Interview transcript 9). In addition, Esa also said, ‘.... my speaking ability has improved and I knew the pronunciation of the words’ (Interview transcript 9). Andri and Imam also stated that their pronunciation improved as the researcher always gave feedback (Interview transcript 10). Even, one of the students asked about the other pronunciation of some similar words, such as think, thing, and agree. The field note for this reflection can be seen below.

“.... When the researcher gave the correct pronunciation of those words, the students were very enthusiastic to imitate what the researcher said. Moreover, there was a student who asked about the correct pronunciation of some similar words, which were think, thing, agree. Then, the researcher gave the pronunciation of those three similar words. (Field Note 3)”

2. Implementing Communicative Activities

Implementing communicative activities means that the teacher chose the topics that close to the students' world with simple and interesting situation, such as group work in "what do you think" and role play in the second meeting. Those activities were generally successfully implemented to improve the students' speaking skill and and stimulate their involvement. Most of them were actively engaged in the activities. The reflection of the implementation of communicative activities for each meeting is presented below:

a. First meeting

In the first meeting, one of the communicative activities "What do you think" (group work activity) was not successful enough in improving the students' involvement and speaking ability because there were some students who did not do the activity based on the rule. Some students, who worked in group of four, only sat on their chairs waiting for their friends. It could be seen from Field Note 3 that there were some students still sitting on their chairs when the others were doing the task, "what do you think" activity. This is in line with Harmer's (2007) statement that the students are often reluctant to speak because they are shy to speak in front of their classmates at first, especially when they are asked to give personal information or their own opinion. Meanwhile, most of the students did not understand the

researcher's instruction for the activity. It could be inferred from Field Note 3, when the researcher asked the students to discuss and do their activity, some students were still confused and asked the researcher to repeat the instruction and the situation given.

“.....after the researcher explained, she asked the students to discuss and do their activity. But, some of students were still confused and asked the researcher to repeat the instruction..” (field note 3)

However, after the researcher repeated the instruction, the students could understand what they have to do, and they did the task well. They completed the dialogue and used the correct expression of asking, giving, and refusing opinion. They shared information with the partner using English. They used the expression correctly. Thus, they completed the task by discussing the task among students.

b. Second meeting

In the second meeting, the communicative activity used was role play. This activity spent more time than before because the students had to make a dialogue by themselves based on the situation given. They worked in pairs and chosen one of the situations. (Activity 4).

Moreover, their good performance could be as the models for others students. The other students imitated them for copying the expression. Because the students always repeated the same expressions, they could manage it well through those good models. The pronunciation and grammar went true. The knowledge-

exchange, such as sharing information helped them to finish the activity well with a little help from the researcher. This statement could be seen from the interview among four students in February, 2013:

- R : Well guys...What do you think about the implementation of communicative activities, role play like what we have done? (*Oke dek Ikhsan, gimana pendapatnya dek dengan penggunaan communicative activities selama pembelajaran speaking?*)
- S : That's interesting because we can communicate with other speaker. I really enjoyed Mis(*Menyenangkan mbak, karena kita bisa berkomunikasi dengan yang lain. Sangat menikmati*)
- R : *What else?(Ada lagi gag dek?)*
- S : That's so fun. We can work in pairs to make a dialogue based on situation given. So, I can change my knowledge and practice more with the others. (*Asyik mbak lebih seru soalnya kerja kelompok, habis tu aku juga bisa bertukar pikiran sama yang lain dan berlatih terus*)
- R : Which one do you prefer? Working in a group or in a pair?(*Terus kalo aktivitasnya suka yang mana dek, yang berempat atau yang berpasangan dek?*)
- S : I prefer working in pairs. It's easier, not really complicated to communicate. (*Lebih suka yang berpasangan mbak karena nggak terlalu rumit jadi mudah mbak komunikasinya.*)

The student's pronunciation improvement means that student's speaking skill has been improved. It can be seen when they performed their task (activity 4 of Cycle 1). They did correct pronunciation especially in pronouncing some words: "think, about, really". And they also could use the expressions of asking, giving, and disagreeing opinion. That improvement of student's speaking skill can be seen below:

Researcher	Okay, now it's time for you to practice a conversation about asking, giving, and disagreeing an opinion. Who will try?
SS	Andri, miss
Researcher	Okay, Andri, can you? You and your partner practice it in front of the class.
Andri	<i>Sama Imam miss....</i> (with Imam , Miss)
Researcher	Okay Andri, you and Imam perform your work and do role play of the task.
Andri	Imam, what do you think (: / θɪŋk /) about /əba t/ my shoes? (expression)
Imam	I think your shoes look dirty. you have to wash your shoes....
Andri	Really? Would you wash my shoes...
Imam	I do not think so...(disagreeing expression)
Researcher	Okay, good (<i>tepuk tangan</i>)

3. Using Group Work (semi-guided), and Conversational Partners (free)

In the first activity, the researcher used video conversation of asking, giving, and refusing opinion. and also she gave an audio conversation transcript and asked the students to repeat after her. It was expected to stimulate the student's pronunciation and effective to build communication, because the number of students was large that was divided into two groups with equal size. However, the researcher found difficulties to monitor them. As a consequence, not all of the students did their duty in this activity well. Moreover, this activity was something new for them so that

they seemed confused. There were many different questions from the students when they tried comprehending the role play in Activity 4.

This meeting also used the communicative activity. That is group work. In the early, it was not running well. Because some students look like confused and only sitting on their seat did nothing (field note 3). But, after the researcher explained the instruction again, the students were understood and began to do the task. Then, it was ran well. Almost of the students got their group and discussed the task. They could express the expressions of asking for, giving, and refusing opinion. From the evidence above, it can be concluded that the conversational partner for guided and free activity was effective, because the researcher could monitor them. Besides that, each student might get the guidance from his partner.

In the second meeting, the students did a practice to make the conversation freely. To help them manage the conversation, the researcher gave them some situations and they chosen one of the situation and made a dialogue based on it. In this meeting, the students walked around freely to make conversation based on the situation given. They started to use some language functions, such as greeting, asking opinion, and the most important one was that they used the expressions of asking, giving, and refusing opinion.

4. Summary of reflection of the actions implemented in Cycle 1

The communicative activities during Cycle 1 were implemented through group work activities and role play. These actions were successful to improve the student's speaking skill. It can be seen by the results that showed in the reflection of Cycle I. Besides implementing the communicative activities with different themes to improve the students' speaking ability, the researcher used some accompanying actions such as giving feedback on the students' pronunciation, using group work (guided and semi guided activities) and conversational partner (semi guided and free activity).

C. The report of Cycle II

a. Planning

The reflection at the end of Cycle I provided the basis for planning Cycle II, which was conducted through a dialogic and democratic atmosphere involving all research team. The researcher found some problems in Cycle I. The problems are listed in Table 5.

Table 5. The problems found in Cycle I

Problems found in Cycle I	Causes	Planning for the actions
Some students were shy to speak in front of their friends.	The activity was new for the students. They seldom spoke in English with their friends.	-Giving group activity in group of four
Some students sit on their chairs, and copied their friends work.	The students had low responsibility as if they did not need to perform their works in front of their	-Asking them to perform their works in front of the class.

	friends.	
Some students did mistakes in pronouncing some words and producing sentences.	They seldom used English expressions orally. They were nervous.	-Giving feedback on the students' pronunciation

In order to solve the problems that still found in the implementation of the actions in Cycle I, the researcher and the collaborator still used the similar activities to those in Cycle I, giving feedback on the student's pronunciation, implementing communicative activities, and asking the students to work in groups and in pairs. In this cycle, the audio-visual would be used in every step not only in the beginning like in the previous cycle. Besides there were new actions of implementing communicative activities, there were other activities, i.e. finding the meaning of difficult words. It helped the students to master their vocabulary more than before. In addition, the researcher and the collaborator also focused the actions on giving feedback on students' pronunciation. The actions are described as follows:

The comparison of the actions between Cycle I and Cycle II could be seen on this table.

Table 6. The comparison of the actions between Cycle I and Cycle II

Cycle I	Cycle II
Giving feedback on the students' pronunciation	Giving feedback on the students' pronunciation

Implementing communicative activities : -Group work -Role play (make a dialogue based on situation given)	Implementing communicative activities with different activities: discussion story telling
Using group work (semi-guided), and conversational partners (free) to make the class more interactive.	Using group work integrated in communicative activities and asking the students to perform in front of the class.

1) Giving feedback on the students' pronunciation

As found in Cycle I, there were some students who made same mispronunciation several times. Though the students' pronunciation was still poor, they were enthusiastic to know the correct pronunciation of some words. Then, the researcher planned to keep giving feedback on the students' pronunciation to improve their speaking skill so that they did not make the same mistakes in the next activities. The researcher gave the feedback in the form of direct feedback, such as pronunciation drillings to the whole students, after the students performed the spoken procedure.

2.) Implementing communicative activities

In Cycle I, the researcher used communicative activities such as group work and role play. It was successful to improve the student's motivation and also make the students interested to improve their speaking skill. In Cycle II, the researcher also

implemented some communicative activities. They were discussion and story telling. Because the topic of learning was a narrative text, the researcher used some videos which is a folktale in some activities. The researcher also provided the video transcript. It helped the students to understand what the video tells about. The aim of using the cartoon video is to improve the student's motivation. When they got motivated, so then they would be interested in learn English and improve their speaking skill. The action can be seen as follows:

a. First meeting

The first meeting was done on March 18, 2013. The implemented communicative activity was discussion based on the video. It was useful to improve student's speaking skill, because it simulated the student's ability in sharing opinion with their friends which is needed to improve student's communication ability. They did not feel shy because they did the task together with their friend and they did not feel alone. The students did not only discussion among their friends, but also they practiced their pronunciation. It was important related to the research objective which is to improve student's speaking skill.

b. Second meeting

The second meeting was done on 19 March, 2013. Story telling was chosen because it helped students to improve their speaking skill. It was stimulated students to speak up and build their confidence. The researcher provided a short narrative story, so it easy for students to get understood what the story tells about. Before the

students retold the story, the researcher gave some activities which was the activity could stimulate students to practice their pronunciation, grammar, and the generic structure of narrative text. So, the students were ready when they perform it in front of the class.

3. Asking the students to perform in front of the class

This action was used to improve the students' participation. Based on the observation, the researcher let the students walk around freely to make a conversation with their friends. This was not really organized because there were some students who had low responsibility. They thought as if they did not need to perform their works in front of their friends. However, in this cycle, the researcher still asked the students to perform their work in front of the class in each meeting. It was done for the certain purpose that was in order to make the students actively engaged and more confident in speaking in front of their friends.

b. Action and Observation in Cycle II

Cycle II was conducted in two meetings. They were on March 18 and 19, 2013. In this cycle, the text learnt was narrative. In this cycle, the implemented actions were giving feedback on the students' pronunciation, implementing communicative activities such as discussion and story telling, and asking the students to perform in front of the class. The following is the explanation of the actions.

1.) Giving feedback on the students' pronunciation

Giving feedback on the students' pronunciation was implemented in this cycle. It was done, because in the previous cycle there were some students on the miss pronunciation after the students had finished performing their work by asking them the correct form after they made mispronunciations before giving the researcher's own feedback. Then, the researcher gave the model through an electronic dictionary, and the students repeated after the researcher's pronunciation. She did not point out on a single student's mistake but she always covered all mistakes that the students made. Those actions were supported by Harmer's (2001) statement. It is mentioned that giving feedback by listening and watching in the early after the students performed is more effective. The students had miss pronunciation especially in these words such as: upon, then, next, knocked, went, before. The researcher always uses video in each activity and giving feedback on the student's pronunciation in every activity because this research focus on improving student's speaking skill.

2.) Implementing communicative activities

Communicative activities were chosen in this cycle such as discussion and story telling. In this action, the video was used almost in every activity. It was done, because it is important to introduce the student about narrative text and improve their

motivation in learning English. So, the video of narrative text was chosen as an interesting media. In the first cycle the researcher and the teacher also used video to introduce some expressions of “asking, giving, and disagreeing an opinion” video. In the second cycle the researcher also used “Narratives” video as an interesting media and another way in improving students’ speaking skill. The actions can be seen below:

a. First meeting

On the first meeting March 18, 2013, the researcher played the video about a story of “*the bear and the two travelers* (Activity 1). Before the video was played, the researcher told the students that they would watch a video again. The students were very happy and enthusiastic. Some of them said “*what kind of movie miss*”, then the researcher answered “*It’s Narrative video*”, students answered “*Hore...I love you miss*” (Appendix A, Field Note 5).

After the researcher got the student’s enthusiasm, she played the video and asked the students to pay attention. The video had a subtitle, so it helps students to get understand what is video about. And then, the researcher explained that they would learn about narrative text. And the researcher also explained about the narratives such as grammar, generic structure, and the tenses use in narrative text. The students understood about the researcher’s explanation. It can be seen when they asked, “*jadi, kalau ingin membuat teks narrative itu pake past tense ya, Miss?*” (*so, if we want to make a narrative text, we use past tense as grammar?*). And then because there was a

subtitle on the video so the researcher asked the students to write down the difficult word and try pronounce it after they watched the video (Field Note 5).

And then, before the researcher played the next video, she asked the students to find the meaning of some words which those words are in the transcript of the next narrative video and then practice to pronounce it (Activity 2). Those words are: hungry, upstairs, bowl, porridge, went, knock, ate, broke, etc. The aim of this activity was to simulate the student's vocabulary and pronunciation because in the end of the meeting the students must retell a story (story telling activity). So, they prepared their pronunciation.

Before the students did the next activity, the researcher asked the student to make a group of four. The next activity was watching the video of "*Goldilocks and Three Bears*" (Activity 3). The students were very interested. It can be seen below:

“..... The students smiled and were serious when they were watching the video from the researcher. They were very enthusiastic and sometimes they laughed. (Field Note 5)

After watching the video, the researcher asked the student to work in group to discuss some questions related to the video (Activity 4). The questions can be seen below:

Activity 4!

After watching the video, listen to your teacher and answer your teacher questions based on the video orally.

4. Who was the little girl's name?
5. What did she see's in the forest?

6. What happened next?
7. When the little girl's sleep, who was came?
8. How does the story end?
9. Which part of the video is 'orientation', 'complication', 'sequence of events', 'resolution', 'coda'?

This aim of this activity was to practice the students to understand about the language features of narrative text and stimulate the students to focus on the material which was presented by the video. In this activity, the researcher asked the students randomly to answer the question related to the narrative video. The students looked nervous and quite panic because some of them had not finished the task yet. But, some of the students did well. It can be seen below:

P	Ikhsan, question number one, who was the little girl's name in the video? (<i>siapa nama gadis kecil yang ada di video?</i>)
S2(ikhsan)	(ikhsan understood the researcher's question) Goldilocks, Miss!
P	Good. Now, Nabila, question number two. What did she see in the forest? (<i>apa yang dia lihat didalam hutan?</i>)
S3(Nabila)	(seems confused, and the researcher repeated the question in <i>Bahasa Indonesia</i> , and Nabila could answer) A house, Miss!

Every student who was pointed out to answer the questions could answer the questions related to the narrative video. It shows that the students got improved their ability in speaking especially following the learning materials.

After the students did activity 4 well , the researcher asked them to watch a video related to Activity 6. In this activity, the researcher played the different narrative video. The title is “*The Lucky Seed*” and asked the students to pay attention (Activity 5). The students were still in groups consisting of four students. After watched the video carefully, each group was given a worksheet. In the work sheet, the students were asked to find the meaning of some words given (Activity 6) and try to pronounce those words. The students used their dictionary to find the meaning and got knew how to pronounce. In this activity, they practiced to pronounce well. It can be seen below:

P	Esa, can you pronounce the word “thirsty”?
S (Esa)	(Ikhsan understood the researcher’s question) thirsty! / ˈsti/
P	Good. Now, Vinna, can you pronounce the word “grew”?
S (Vinna)	Apa, Miss? (what?)
P	(Researcher repeated the question in Bahasa Indonesia) <i>Coba kamu bisa enggak menyebutkan kata grew , bahasa Inggrisnya seperti apa?(Please try to mention the word “grew”?</i>
S (Vinna)	/gru: / grew... <i>bener gak miss?</i> (is that true, Miss?)
P	Good Vinna.

Most of students had been improved in speaking skill especially in pronouncing some words, although they still need dictionary to get know the meaning and how to pronounce that words.

The next activity (Activity 7) was that the students discussed with their partner to decide the generic structure of narrative “folktale” which they watched in Activity 5. The researcher gave the transcript of narrative video story. Discussion which is one of communicative activities was done use to stimulate the student’s speaking skill especially in sharing their opinion in English.

When they were doing the tasks, they discussed the answer of the tasks and gave their opinion to their friends. Sometimes, they asked to the researcher if they found difficulties to finish the work, for example when a student asked the part of complication because they had a different idea from the others. Researcher just answered by saying “just remember that the complication is a chain of event that influence what will happen in the story”.

The students enjoyed the discussion. They spoke English enthusiastically. Students were exited when they analyzed the language features of narrative in the worksheet. This action was effective and it could be seen from the conversation below.

Researcher	<i>Gimana tadi suka gak kalo di suruh ngerjain latihan gitu?</i> (Do you like the task ?)
SS	<i>Suka miss, kan bisa sambil diskusi sama temen ngerjain nya jadi gak harus mikir sendiri.</i> (Yes, I do miss. We are doing the tasks together and having a discussion)
Researcher	<i>Bosen gak?</i> (Are you bored?)
SS	<i>Gak miss...soalnya kita ngerjain bareng-bareng , gak sendirian. Jadi saling ngasih tau kalo ada yg gak ngerti</i> (No, miss. Because we are not doing the task alone but together. So that we can share if one of us do not understand)

(Appendix B, interview 17)

b. Second meeting

It was done on March 19, 2013. The other communicative activity was story telling. The students worked individually. Then, the researcher gave a narrative text to each student. After that, she asked the students to complete the sentences with the correct forms of the verbs in the brackets to check their understanding of the past tense. After they finished completing text, the researcher asked them to read the complete text and then they were called to come in front of the class to retell a narrative.

Firstly, the students did not want to perform it in front the class. Mostly, it was because they were shy. Then, the researcher told the students that she would give a score to all students who practiced it in front of the class and she also wrote some words on the whiteboard to help the students retelling the story. At first, students did not show their enthusiasm but after the researcher told them that they would get score from the presentation, they did. Retelling a narrative story in front of the class was successful. It can be seen from the interview transcript below.

Researcher	<p><i>Menurut kalian effective gak belajar bahasa inggris pake story telling kaya tadi?</i></p> <p>(In your opinion, is it effective to learn English by using story telling?)</p>
SS	<p><i>Iya mbak effective banget apa lagi kalo untuk kelas speaking mbak jadi kan siswa nya bisa cerita banyak mbak.</i></p> <p>(I think so. In speaking class there are many students that could retell the story)</p>
Researcher	<p><i>Contohnya apa kok bisa effective, apa yang kalian dapetin?</i></p> <p>(can you give the example what you get)</p>
SS	<p><i>Lah kalo gak effective masa yang nakal dan malas kaya Rizal bisa crita gitu dengan lancar minta tambah lagi cerita nya...</i></p> <p>(If it is not effective, it is impossible for a lazy student like Rizal to be able to retell the story fluently and ask for more)</p>

(Appendix B, interview 19)

7.) Asking the students to perform their works in front of the class

In each activity during the English lesson, the students were asked to perform their works in front of the class. After doing discussion activities in the first meeting, the researcher asked the students to perform the task in front of the class and retell the story in the second meeting. From those performances, the researcher found that they had already understood how to retell the narrative story fluently (Field Note 7). These activities helped students to improve their confidence to speak in front of their friends especially using English.

In the second meeting, the researcher asked the students to perform in front of the class to retell the story. Before they performed, the student completed the blank part of the short narrative story in order to check the students' understanding of the tenses used in narrative story. After that, they came in front of the class to retell that story. This could be interpreted from Field Note 7 as follows:

“... After all students finished discussing the complete form of the written narrative, the researcher asked them to retell that story. Then, some of them came in front of the class to perform it. They were Muh. Ibnu, Mulyo, Permadi, Indah, Ayu, and Afrita. From those seven students, it seemed that they had already known about the narrative text and how to retell the story. They performed it fluently.”

c. Reflection of Cycle II

After implementing the actions, the researcher and the collaborator did the reflection about the actions in Cycle II. The evidence was also found by interviewing

the students to get their opinions during English lesson. Based on the implementation mentioned above, some findings are described as follows:

1) Giving feedback on the students' pronunciation

The implementation of giving feedback on the students' pronunciation was successful in improving the students' speaking skill. These are some words which were pronounced incorrectly by the students and the correction done by the researcher after all students performed.

Table 7 :

No	Students' Mistakes in Pronouncing Words		Teacher's correction	
	Word	Phonetic Transcription	Word	Phonetic Transcription
1	Golden	/goldən/	Golden	/ˈɡəʊldən/
2	Hungry	/hʌŋɡri/	Hungry	/ˈhʌŋɡri/
3	Upstairs	/apster/	Upstairs	/ˈpːsteəz/
4	Downstairs	/downster/	Downstairs	/daʊnːsteəz/
5	Bowl	/bowl/	Bowl	/bəʊl/
6	Thirsty	/tristi/	Thirsty	/θɜːsti/
7	Grew	/grew/	Grew	/ɡruː/

8	Knock	/knok/	Knock	/n k/
9	Shoes	/sos/	Shoes	/ u:s/
10	Porridge	/porid/	Porridge	/p rid /
11	Went	/wen/	Went	/went/
12	Ate	/at/	Ate	/et/
13	broke	/brok/	broke	/brəuk/

From the table above, we can see that the students pronounced well. Also the students were very enthusiastic when the researcher told them about the right pronunciation of some words and when they imitated what the researcher said about the right pronunciation. It could be inferred from the following extract.

“.... Then the researcher gave feedback on those three students’ performances and gave the right pronunciation. Besides, the researcher checked their pronunciation on the pronunciation of the words: thirsty, scared, knock, broke, etc. All of the students were very enthusiastic when the researcher asked about the pronunciation of those words and when they imitated the researcher’s pronunciation.” (Field Note 7)

In addition, by giving the correct pronunciation of some words, the researcher improved students’ speaking skill. It can be seen at table 6. Some of the students stated that their speaking skill had improved since they knew the right pronunciation of the words. Iksan said, ‘Yes, my speaking ability got improved, I know how to

pronounce some words' (Interview Transcript 18). Bagus, Mulyo, Tri, and Nur also stated that their speaking ability had improved, especially on their pronunciation (Interview Transcripts 21).

2) Implementing Communicative Activities

The implementation of communicative activities through various and interesting media and activities was successful to improve speaking skill. By using various and interesting activities, the students' opportunities to speak in English were increased.

In the first meeting, the communicative activities were implemented through discussion. All of the students participated actively because they had given an interesting video. The title is "*The bear and two travelers*". They looked enthusiastic. The other videos were "*The Goldilocks and The Three Bears*" and "*The Lucky Seed*". All of the video were interesting for the students. In every video, there was an activity that practice students to pronounce some difficult words and they also tried to find the meaning of the words. It was useful for the students to improve their speaking skill. Rizka, one of the students, said that the activity was not boring and very helpful in practicing English. Other student named Yusuf also mentioned that his vocabulary was increased through this activity (Interview transcript 17, March 18, 2013). Most students told that they hoped the activities would be interesting on the next meeting in every week.

In the second meeting, the communicative activities which were implemented through story telling were effective to improve the speaking skill. Although in the early some students were shy to perform in front of the class.

3.) Asking the students to perform their works in front of the class

Based on the observations and interviews with the students and the collaborator, the reflection of this action revealed that asking the students in front of the classroom was successful. Most of the students were confident and motivated to perform their works in front of the class. For instance in the second meeting, the students were asked to retell a story and performed it in front of the class. Previously, some students were shy to perform it in front of the class, but when the researcher told the students that she would give high score, the students were confidence to perform in front of the class (Field Note 17, 19 March 2013).

d. Summary of Cycle II

Based on the reflection above, the researcher and the collaborator agreed that the discussion and storytelling activities and the accompanying actions in Cycle II were successful in improving the students' speaking skill. The summary of the implementation of those actions is as follows.

1) The implementation of giving feedback on the students' pronunciation was successful in improving the students' speaking skill since they did not make the same mistakes in the next activities. Moreover, it could improve the students' enthusiasm

about the correct pronunciation of some words. Regarding the findings of Cycle II that all actions were successful in improving the students' speaking skill and the objectives of the research were achieved, the researcher and the collaborator agreed to end this research in this cycle.

2) The implementation of communicative activities through various activities covering group work, discussion and role play, and story telling was successful in improving the students' speaking skill. Most of them had actively engaged in the activities.

3) The implementation of asking the students to perform their work in front of the class was successful in improving the students' speaking skill and confidence in speaking in front of the class. Moreover, some students were able to do conversations spontaneously.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, the researcher divides the content into three points. They are conclusions, implications, and suggestions. The explanation of each point is presented below.

A. Conclusions

This was action research that was done at MTs N 1 Mlati. The two cycles in this action research were completely done. The research began in February and ended in March 2013. In both cycles, the researcher implemented the communicative activities and some accompanying activities, such as using audio-visual media, group-work and conversational partners. In Cycle I, there were successful and less successful actions. Therefore, to overcome the less successful actions, the researcher added, and revised some actions in Cycle II such as implementing various communicative activities with different type, such discussion, and story telling. The researcher also added some actions such as asking the students to perform their works in front of the class and feedback on the students' pronunciation. By implementing those actions in Cycle II, the students' speaking skill improved. It could be seen from the students' involvement and opinion, and also collaborator's opinions about the actions. They are presented as follows.

1. The design of actions in Cycle I

In Cycle I, the researcher implemented communicative activities with interesting topic and some accompanying actions, such as role play, using audio-visual media, group work and conversational partners, and asking the students making and acting out a dialogue. In Cycle I, there was generally successful to improve the speaking skill, but there was an action that was less efficient and effective. That was making and acting out a dialogue. It took more time to do the whole activity. Because of lack of vocabulary mastery from the students, there were many questions from the student which made crowded. In addition each text for the play was different from the others. They needed preparation to do the play, such as comprehending their roles and situation, making dialogue based on the situation, and practicing the roles. There were many questions from the students. As the result, the researcher could not handle the class well. The others action were done successful. They were using audio-visual media that took the students' attention and improved their motivation. Using-group work and conversational partner that was made the students enjoyed the activities and feel confident to speak in English was also effective to improve the students' speaking skill. Finally, the researcher and the collaborator revised and added some actions to solve the existing problems in Cycle I, such as implementing communicative activities with different and interesting activities.

2. The design of actions in Cycle II

In the Cycle II, the researcher implemented some actions to solve the problems found in Cycle I. The actions in Cycle II were still focused on the

implementation of communicative activities. However, in this cycle, she implemented the communicative activities through some various activities, such as discussion and story telling. Besides those actions, she continued to give feedback on the students' pronunciation so that the students could improved their skill in pronounce English.

Meanwhile, regarding the findings of Cycle I, there were some revised actions such as the implementation of using group work and conversational partners that were integrated in implementing communicative activities, and the implementation of asking the students to make and act out a dialogue and monologue was omitted because it was less effective and efficient. In addition, she also used some new actions such as feedback on the students' pronunciation. By implementing those actions, the students' speaking skill improved. Besides, they were more enthusiastic to perform their work in front of the class and more active in the speaking teaching and learning process.

Overall, it could be concluded that the communicative activities and other accompanying actions could improve the students' speaking skill. Through those activities, the students were more confident and enthusiastic when they performed their work in front of the class and they were more active during the speaking teaching and learning activities. Besides, they were more familiar with the English words and they rarely mispronounced the English words.

B. Implications

Based on the results of the actions, it was found that the students were more active in the speaking teaching and learning activities so that their speaking skill improved. They were more familiar with the words they learnt. Besides, the communicative activities did not make the students bored. This implies that the teacher can use the communicative activities in the speaking teaching and learning process since they can give some benefits. First, they improved the speaking skill. Second, they increase their involvement in the speaking teaching and learning process. Third, they increase the students' enthusiasm.

Furthermore, the results of the study indicated that the process of implementing group work activities run well because the class management was good. The students who worked in groups of four were serious because each of them had different responsibility toward the activities. This implies that the teacher should have a good ability in managing the class. Besides, the researcher had to know the students' characteristics so that the activities can accommodate the students' interests.

C. Suggestions

1. To English teachers

Based on the problems which have been found, the researcher implemented only four communicative activities, group work activities, role plays, discussion and story telling. The English teachers need to keep on applying the other various communicative activities so that the students will be more motivated in the English teaching and learning process. During the research, the researcher only used media

such as short video cartoon movie. The English teachers can use other media such as LCD and video cartoon, so that the students will be more interested with the activity. Besides, they may implement other interesting and communicative activities in the teaching and learning process so that the quality of English teaching and learning process and student's speaking skill can improve.

2. To other researchers

In this study, the researcher conducted the research in two months. It caused by the limited time and the school faced The National Exam. So for other researchers who want to follow up this study in a longer time in order to find more actions to improve students' speaking skill, it must be prepared well at least 5 months before The National Exam. Moreover, they can conduct this study in other grades, either in junior or senior high schools so that the findings will be more satisfactory. Also, they can conduct this study in other schools which have different characteristics from MTs N 1 Mlati so that the research findings can be more general.

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APPENDIX

LESSON PLAN

Lesson Plan

SMP / Mts	: Mts N Yogyakarta 1 Mlati
Subject	: English
Class/semester	: VIII / 2
Text Type	: Transactional Dialogue (Asking, Giving, and refusing an Opinion)
Skill	: Speaking
Time	: 2 x 40 minutes (2 meeting)

A. Standard of Competence :

- 9. Expressing the meaning of transactional dialogue and short simple interpersonal in the context of daily life.

B. Basic Competence :

- 9.1. Expressing the meaning of transactional dialogue (to get things done) and interpersonal (social) by using a simple language accurately, fluently, and acceptably in daily life by using: asking, giving, refusing help, giving refusing thing, asking and giving information, asking, giving, and refusing opinion, and offering/accepting/refusing something.

C. Indicator :

- Students are able to express the expressions of asking, giving, and refusing an opinion
- Students are able to perform a dialogue using the expressions of asking, giving, and refusing an opinion

D. Learning Objective :

At the end of the lesson, the students are expected to be able:

- At the end of the lesson, the students are expected to be able to use the expressions of asking, giving, and refusing an opinion in the daily life.

E. Learning Materials :

a. Patterns of asking, giving, and refusing opinion:

<i>Asking for someone's opinion</i>	<i>Giving an opinion</i>	<i>Disagreeing with someone's opinion</i>
Do you think it will rain?	I think so. / I don't think so.	I don't agree. / I disagree
Do you think that today is hot?	I go with your opinion.	I can't say anything
What's your opinion of my performance?	In my view/opinion...	I don't think so
What do you think of/about my new bag?	I believe, ...	That's a good idea, but
What about this paper?	To my mind, ...	I don't think that's right

b. the example of asking for, giving, and refusing opinion:

Brina : Hai Anto! I have a new bag. **Do you think it is good?**

Anto : **Yes, I think it is very good bag**

Brina : Thank you. But what about the color, **do you think it is match with my shirt?**

Anto : **I don't think so.** Anyway **do you think it is a good bag for school?**

Brina : **Yes, it is good.**

Anto : Well, I have to go now. Bye!

Brina : Yes, bye

c. Pronunciation

Think : / θɪŋk /

About : / əbaʊt /

Idea : / ai'diə /





F. Method : PPP (Presentation , Practice , Production)**G. Learning Technique :****(Opening Activities) :**

- ✓ Greetings: "Good morning, class! How are you all today?"
- ✓ Praying : "before starting our lesson, let's say a prayer, pray due..."
- ✓ Checking for the attendance : "who is absent today?"

} 5
minutes

(Lead-in) : teacher asks the students: how do you say if you want to ask someone's opinion?

(Main Activities) :

<i>Presentation</i>	<p> The teacher plays a video of the example of the conversation</p> <p> The teacher asks to the students some questions related to the video.</p> <p> The students answer the teacher's questions. (activity 1)</p> <p> The teacher explains the expressions of asking, giving, and refusing an opinion.</p>	10 minutes
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<i>Practice</i>	<p>✎ The teacher asks students to pay attention to the audio conversation and then asks the students to repeat after her. (activity 2)</p> <p>✎ The students practice the dialogue of asking, giving, and refusing an opinion and focus the activities on the right pronunciation and intonation.</p> <p>✎ The students to work in pairs to complete some dialogues and practice them orally (activity 3)</p>	45 minutes
<i>Production</i>	<p>✎ The students work in pairs produce a dialogue based on situations given</p> <p>✎ The students perform a dialogue in front of the class (activity 4).</p>	15 minutes

(Closing Activities):

- ✎ The teacher asks the students difficulties in teaching and learning process.
- ✎ The teacher reviews the lesson together with the students.
5 minutes
- ✎ The teacher closes end the teaching and learning process.

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I. Evaluation

a.) Indicator, Technique, Form, Instrument

No.	Indicator	Technique	Form	Instrument
1.	<ul style="list-style-type: none"> Students are able to use the expressions of asking, giving, and refusing an opinion 	spoken	Audio recording	1. You will watch a video carefully, then identify the expressions used in the video. Write down the expressions of asking, giving and refusing an opinion in your work sheet. Then your teacher will ask you orally these questions:
2.	<ul style="list-style-type: none"> Students are able to produce oral expression of asking for opinion, giving, and disagreeing an opinion in question and answer. 	spoken	spoken	2. Your teacher will play an audio of conversation. While you listen to the audio, pay attention to the text of the audio. Then, your teacher will ask you to repeat after her. Adapted from www.esl-lab.com .
3.	<ul style="list-style-type: none"> Students are able to produce oral expression of asking, giving, and disagreeing an opinion based on cue card given. 	spoken	spoken	3. Complete these dialogues by giving your own opinion.
4.	<ul style="list-style-type: none"> Students are able to perform a dialogue using the expressions of asking, giving, and refusing an opinion 	spoken	spoken	4. Make a group of four. Your teacher ask your group to come to in front of the class randomly. Listen to the instruction and then perform the conversation based on cue card given.

b.) Assessment Instrument

Activity 1!

You will watch a video carefully, then identify the expressions used in the video. Write down the expressions of asking, giving and refusing an opinion in your work sheet. Then your teacher will ask you orally these questions:

1. What is the video about?
2. What kind of expression are used in that video?
3. Would you give examples of the expression?

Activity 2!

Your teacher will play an audio of conversation. While you listen to the audio, pay attention to the text of the audio. Then, your teacher will ask you to repeat after her. Adapted from www.esl-lab.com.

DVD Movie Rentals

Man: Hey, Kathy. I'm thinking about renting a movie for tonight's party, and I want to know what kind of movies you like.

Woman: Okay. What kind of movies do you have in your mind?

Man: Well, **what about action movies?**

Woman: Ah, **I don't really like action movies**. Too much violence.

Man: Okay, **do you like comedies?**

Woman: **Now, I do enjoy comedies**.

Man: Fine. Well, **what do you think of horror movies or love stories?**

Woman: Uh . . . **I do not really** enjoy horror movies, but **love stories** are often fun to watch. Oh, and I really like foreign films, too.

Man: Okay. I'll go to the video store and see what I can find. Thanks.

Activity 3! "what do you think?"

With your partner, complete these dialogues by giving your own opinion and perform it orally in front of the class.

- a. Marry : I think we can have lunch at Moosa Cafe , what do you think?
Donna : ...
- b. Marry : What do you think about our new friend Dina?
Donna : ...
- c. Donny : What do you think about the story?
Donna : ...
- d. Marry : Do you have an opinion on the Aceh tragedy?
Donny : ...
- e. Donna : Do you think playing football when it's raining is a good idea?
Marry : ...

-----II-----

1. Student A: Ask student B opinion about story of Malin Kundang

Student B: (giving opinion)
2. Student A: " I think math is not interesting learn?"

Student B : (refuse student A opinion and give a reason)
3. Student A: " what do you think about this book? Is it a good story?"

Student B: (giving opinion)
4. Student A: (ask for opinion)

Students B: "I think cinderella is more famous than snow white.
5. Student A: (ask for opinion)

Students B: "Bambang Pamungkas is the best football player.

6. *Student A: "in my opinion (subject of lesson) is more important than (subject of lesson)"*

Students B: (refusing and give a reason)

Activity 4!

Listen to the instruction and then perform the conversation based on situation below. Work in pairs. Your teacher asks you and your partner to come to in front of the class randomly.

Situation (choose one of them):

- a. Your friend asks you about her/his new shoes. Give your opinion.
- b. Your sister asks you to watch cartoon movie. Give your opinion.
- c. Your father has a plan to go to the beach at holiday next week. Give your opinion.
- d. Your aunt bought you a new bookbag as your gift. Give your opinion about the gift.

J. Aspek Penilaian

No	Aspek Penilaian	Score Range	Score
1.	<p>Accuracy</p> <p>Grammatical and lexical accuracy is extremely high.</p> <p>Quite accurate; some errors, but meaning is always clear.</p> <p>Frequent errors; meaning is not always clear.</p> <p>Very frequent errors; difficulty in making meaning clear.</p> <p>Almost unable to communicate</p>	<p>Very good</p> <p>Good</p> <p>Adequate</p> <p>Less</p> <p>Worse</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
2.	<p>Fluency</p> <p>Speaks fluently without hesitation or searching for words.</p> <p>Some hesitation and sometimes has to search for words.</p> <p>Quite hesitant; limited range of vocabulary and structures.</p> <p>Extremely hesitant; very limited range of language available.</p> <p>Almost unable to communicate</p>	<p>Very good</p> <p>Good</p> <p>Adequate</p> <p>Less</p> <p>Worse</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
2.	<p>Pronunciation</p> <p>Very clear; stress and intonation help to make meaning clear.</p> <p>Generally clear; reasonable control of stress and intonation.</p> <p>Frequent errors; not always clear enough to understand.</p> <p>Very frequent errors; often very difficult to understand.</p> <p>Almost unable to communicate</p>	<p>Very Good</p> <p>Good</p> <p>Adequate</p> <p>Less</p> <p>Worse</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>

Lesson Plan

SMP / Mts	: MTs N Yogyakarta 1 Mlati
Subject	: English
Class/semester	: VIII / 2
Text Type	: Simple monologue Text (Narrative)
Skill	: Speaking
Time	: 2 x 40 minutes (2 meetings)

D. Standard of Competence :

- 10. Expressing the meaning of the short functional texts and the simple monologue texts in the form of recount and narrative in the context of daily life.

E. Basic Competence :

- 10.2 Expressing the meaning and rhetorical steps accurately, fluently, and acceptably by using the kind of oral language in the context of daily life in the form of recount narrative.

F. Indicator :

- Students are able to pronounce difficult words.
- Students are able to use the language features of narrative text.
- Students are able to complete story with correct forms of the verb.
- Retell story of folk tales accurately, fluently, acceptably.

D. Learning Objective :

At the end of the lesson, the students are expected to be able:

- Retell story of folk tales accurately, fluently, acceptably.

E. Learning Materials

Narrative Text

- a. The generic structure of a narrative
 - ✓ Orientation.
 - ✓ Complication.
 - ✓ Sequence of events.
 - ✓ Resolution.
 - ✓ Coda.
- b. The lexicogrammatical features of narrative
 - ✓ Use material processes.
 - ✓ Use of temporal conjunctions: *then, before that, soon ...*
 - ✓ Use of adverb and adverbial phrases: *here, in mountain, happily ever after ...*
 - ✓ Use of past tense: S + Verb 2 (Past Form) + O

F. Metode : PPP (*Presentation , Practice , Production*)




G. Teknik pembelajaran :

(*Opening Activities*) :

- Greetings: "*Good morning, class! How are you all today?*"
 - Praying : "*before starting our lesson, let's say a prayer, pray due*"
- 5 minutes
- Checking for the attendance : "*who is absent today?*"

(*Lead-in*) : *teacher asks the students: have you ever heard about Cinderella story, the bear and two travelers, and other folktales?*

(*Main Activities*) :

<i>Presentation</i>	<p> Students are asked to mention how many folktales they know.</p> <p> Teacher plays the video about a story of " the bear and two travelers" and asked the students to pay attention to the video (activity 1)</p> <p> Students watch the video carefully.</p>	10 minutes
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	<p>✎ Teacher asks students to pay attention to the video and answer the questions from the teacher</p> <p>✎ Teacher explains about narrative text.</p>	
<i>Practice</i>	<p>✓ Teacher gives a worksheet to the students and asked the students to finish the worksheet. (Activity 2)</p> <p>✓ Teacher plays video related to narrative text in the form animation movie. (Activity 3)</p> <p>✓ The students watch the video.</p> <p>✓ The teacher and the students' identify the lexico grammatical and generic structure that usually used in narrative text. (Activity 4)</p> <p>✓ The students are separated into several groups consists of four.</p> <p>✓ The teacher plays another video (Activity 5)</p> <p>✓ The students watch the video.</p> <p>✓ The teacher gives a worksheet to the students. (Activity 6, 7, & 8)</p>	45 minutes
<i>Production</i>	<p>✓ Individually, students are asked to retell the folk tales with their own words in front of the class.</p> <p>✓ After the performance, the teacher gives feedback for each performance to improve their ability in speaking.</p>	15 minutes

(Closing Activities):

- ✎ The teacher asks the students difficulties in teaching and learning process.
- ✎ The teacher reviews the lesson together with the students.
- 5 minutes
- ✎ The teacher closes end the teaching and learning process.



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I. Penilaian

a). *Indicator, Technique, Form, Instrument*

No.	Indicator	Technique	Form	Instrument
1.	• Students are able to pronounce difficult words.	Spoken	Spoken	<u>Activity 1!</u> Your teacher will play a video movie and pay attention to the video. And then write down the difficult words and try to pronounce it.
2.	• Students are able to say the language features of narrative text.	spoken	spoken	<u>activity 2!</u>
3.	• Students are able to complete story with correct forms of the verb.	Spoken	written	Your teacher will play the second video. But, before watching video, find the meaning of the following words and then try to pronounce them.
4.	• Retell story of folk tales accurately, fluently, acceptably.	spoken	spoken	<u>Activity 3!</u> Pay attention! Your teacher will play a video entitled ‘‘Goldilocks and the Three Bears.’’ <u>Activity 4!</u> After watching the video, listen to your teacher and answer your teacher questions based on the video orally. <u>Activity 5!</u> Your teacher will play the other video. Before watching the next

				<p>video, Please work in groups of three or four. And then pay attention to the video entitled “The Lucky Seed”</p> <p><u>Activity 6!</u></p> <p>Find the meaning of the following words based on the video “the Lucky seed.” Use your dictionary. And then try to pronounce those words.</p> <p><u>Activity 7!</u></p> <p>You have learned about language features about narrative text, now with your partner discuss the generic structure of the story “The Lucky Seed”</p> <p><u>Activity 8!</u></p> <p>Complete the sentences with the correct forms of the verbs in brackets. Use your dictionary!</p>
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b.) Assessment Instrumen

Activity 1!

Your teacher will play a video movie and pay attention to the video. And then write down the difficult words and try to pronounce it.

activity 2!

Your teacher will play the second video. But, before watching video, find the meaning of the following words and then try to pronounce them.

<i>Golden</i>	<i>(adj)</i>	<i>/ˈɡəʊl.d ə n/</i>	:
<i>Hungry</i>	<i>(adj)</i>	<i>/ˈhʌŋ.gri/</i>	:
<i>Upstairs</i>	<i>(adv)</i>	<i>/ʌpˈsteəz/</i>	:
<i>Downstairs</i>	<i>(adv)</i>	<i>/ˌdaʊnˈsteəz/</i>	:
<i>Bowl</i>	<i>(n)</i>	<i>/bəʊl/</i>	:

Porridge	(n)	/ˈpɒr.ɪdʒ/	:
Went	(v)	/went/	:
Knock	(v)	/nɒk/	:
Ate	(v)	/et/	:
Broke	(v)	/brəʊk/	:

Activity 3!

Pay attention! Your teacher will play a video entitled "Goldilocks and the Three Bears."

Video Transcript.

Goldilocks and the Three Bears



Once upon a time there was a little girl. Her name is goldilocks. She had golden hair. One day goldilocks was walking in the forest. She saw a house and knocked the door. She went inside. Nobody was there. Goldilocks show three bowls on the table. She was hungry. "This porridge is too hot!" " this porridge is too cold!" " this porridge is just right!" Goldilocks ate all the porridge. Goldilocks was tired now. "this chair is too big!" "this chair is too big, too!" "this chairs is just right!" but the chair was broke.

Goldilocks was very tired. She went upstairs. "this bed is just too hard!" "this bed is just too soft!" "this bed is just right!".

Soon the bears came home. "Someone's been eating my porridge!" said Daddy bear. "someone's been eating my porridge!" said Mummy bear. " someone's been eating my porridge- and it's all gone!" said Baby bear.

"someone's been sitting my chair!" said Daddy bear. "someone's been sitting my chair!" said Mummy bear. "someone's been sitting my chair-and it's broken!" said Baby bear. "someone's been sleeping in my bed!" said Daddy bear. " someone's been sleeping in my bed!" said Mummy bear. "someone's been sleeping in my bed-and she's still there!" said Baby bear.

Goldilocks woke up and saw the three bears. "help!" she ran downstairs and into the forest. She never came back again.

Activity 4!

After watching the video, listen to your teacher and answer your teacher questions based on the video orally.

1. Who was the little girl's name?
2. What did she see's in the forest?
3. What happened next?
4. When the little girl's sleep, who was came?
5. How does the story end?
6. Which part of the video is "orientation", "complication", "sequence of events", "resolution", "coda"?

Activity 5!

Your teacher will play the other video. Before watching the next video, Please work in groups of three or four. And then pay attention to the video entitled ‘The Lucky Seed’

Video Transcript

The Lucky Seed



Along time ago a farmer took a big bag of seeds to sell at the market. Suddenly, his cart's wheel hit a big stone. Bump! One of the seeds fell out of the bag, and onto the hot, dry ground. "I'm scared," said the seed. "I need to be safe under the soil."

Just then a buffalo walked on the seed and pushed it into the ground. "I'm thirsty," said the seed. "I need some water to help me grow." Just then it started to rain. The next morning the seed had a little green shoot. All day it sat in the sun and grew taller and taller.

The next day, it had its first leaf. This helped it to catch sunlight and grow. That evening a hungry bird tried to eat it. But the seed had roots to help it stay in the ground.

Many years of sunshine and rain passed. The seed became a plant, and then the plant became a tree. Today if you visit the

country side you can see the tree. It is big and strong and now makes seeds of its own.

Activity 6!

Find the meaning of the following words based on the video "the Lucky seed." Use your dictionary. And then try to pronounce those words.

Thirsty	(adj)	/ˈθɜːsti/ :
Scared	(adj)	/skeəd/ :
Took	(v)	/tʊk/ :
Grew	(v)	/gruː/ :
Sell	(v)	/sel/ :
Shoot	(n)	/ʃuːt/ :
Seed	(n)	/siːd/ :
Cart	(n)	/kɑːt/ :
Soil	(n)	/sɔɪl/ :
Leaf	(n)	/liːf/ :
Root	(n)	/ruːt/ :

Activity 7!

You have learned about language features about narrative text, now with your partner discuss the generic structure of the story "The Lucky Seed"

Orientation:

Complication:

Sequence of Event:

Resolution:

Activity 8!

Complete the sentences with the correct forms of the verbs in brackets. Use your dictionary!

The bear and the two travellers

Two men were travelling together when a bear suddenly (1).... (meet) them on their path.

One of them quickly climbed up a tree and (2).... (hide) among the branches. The other, feeling that he would be attacked, (3).... (fall) flat on the ground.

The bear (4).... (come) up and (5).... (feel) him with his snout, and (6).... (smell) him all over. The man (7).... (hold) his breath, and pretended to be dead.

The bear soon (8).... (leave) him, because it is (9).... (say) that bears will not touch a dead body.

When the bear was quite gone the other traveller came down out of the tree. With a clever grin he inquired of his friend, "just what was it that the bear whispered in your ears?".

His companion replied, "he (10).... (give) me this advice: Never travel with a friend who deserts you at the approach of danger."

J. Aspek Penilaian

No	Aspek Penilaian	Score Range	Score
1.	Accuracy		
	Grammatical and lexical accuracy is extremely high.	Very good	5
	Quite accurate; some errors, but meaning is always clear.	Good	4
	Frequent errors; meaning is not always clear.	Adequate	3
	Very frequent errors; difficulty in making meaning clear.	Less	2
	Almost unable to communicate	Worse	1

2.	Fluency		
	Speaks fluently without hesitation or searching for words.	Very good	5
	Some hesitation and sometimes has to search for words.	Good	4
	Quite hesitant; limited range of vocabulary and structures.	Adequate	3
	Extremely hesitant; very limited range of language available.	Less	2
	Almost unable to communicate	Worse	1
2.	Pronunciation		
	Very clear; stress and intonation help to make meaning clear.	Very Good	5
	Generally clear; reasonable control of stress and intonation.	Good	4
	Frequent errors; not always clear enough to understand.	Adequate	3
	Very frequent errors; often very difficult to understand.	Less	2
	Almost unable to communicate	Worse	1

Mengetahui

.....,2012

Kepala Sekolah

Guru Mata Pelajaran

Dra.Hj.Siti Nurdiyati,M.Pd.IIra Pratiwi

NIP. 150203399

NIM. 07202244021

FIELD NOTES

Field Note 1 (7 January 2013)

Place : English room

Time : 08.00-10.00

R : Researcher

GBI : Guru Bahasa Inggris

S : Siswa

Observation and Interview

1. R datang ke sekolah pukul 8.00 WIB untuk menemui GBI yang mengampu kelas VIII, yaitu Ibu Dika dan menyampaikan maksud kedatangannya kepada GBI.
2. R mewancarai dan berdiskusi dengan GBI mengenai pembelajaran bahasa Inggris di sekolah. R menanyakan tentang kemampuan bahasa Inggris siswa kelas VIII, teknik yang digunakan oleh GBI dalam mengajar bahasa Inggris, media yang digunakan, aktivitas, dan fasilitas yang tersedia.
3. Setelah semua informasi yang dibutuhkan telah didapat dan jam pelajaran telah memasuki jam ketiga (pkl. 8.10), kemudian GBI dan R menuju ke ruang bahasa Inggris untuk melihat kegiatan pembelajaran bahasa Inggris di kelas VIII D.
4. Tiba di ruang bahasa Inggris, GBI memperkenalkan R kepada para S. GBI memberitahu S bahwa selama beberapa minggu ini R akan melakukan penelitian di sekolah ini.
5. Setelah itu, R duduk di bangku belakang dan mengamati KBM (Kegiatan Belajar Mengajar) di kelas. GBI kemudian menanyai salah seorang S tentang ciri-ciri teks naratif, tapi S tersebut tidak bisa menjawab. Kemudian GBI sedikit memarahi S tersebut sehingga S tersebut kelihatan sangat ketakutan. Setelah itu, GBI menjelaskan narrative text secara singkat, kemudian GBI menyuruh siswa untuk merangkum sebuah teks narrative berjudul "*The Deer and The Tiger*".
6. Suasana kelas saat itu terlihat agak kaku karena siswa cenderung diam. Pada waktu diberi tugas, siswa terlihat kurang jelas dengan instruksi dan penjelasan GBI, tapi sepertinya siswa takut bertanya.
7. GBI memberikan waktu 20 menit untuk merangkum teks narrative tersebut. Kemudian GBI meninggalkan kelas beberapa menit lamanya. R tetap berada di kelas.
8. Selama GBI meninggalkan kelas, keadaan kelas menjadi agak lebih ramai. Ada beberapa S yang membuat keributan. Tiba-tiba, GBI datang dan langsung menegur S yang ramai dan menyindir mereka, "*Do ra iso we kog do rame.*" Kemudian para S terdiam semua.
9. Pukul 9. 10 WIB, S belum selesai mengerjakan tugas merangkum, kemudian guru menyuruh S untuk melanjutkannya di rumah masing-masing dan me-*retell*nya di depan kelas pada pertemuan berikutnya (hari Rabu).
10. Setelah itu, GBI langsung meninggalkan kelas tanpa mengucapkan salam dan me-*review* materi yang telah dipelajari.

11. R kemudian menghampiri beberapa S yang masih berada di bangku mereka. R menyampaikan maksudnya untuk mewawancarai mereka tentang pembelajaran bahasa Inggris di sekolah.

12. R menanyai satu S perempuan dan satu S laki-laki. R bertanya tentang pendapat mereka mengenai pembelajaran bahasa Inggris di sekolah. Kedua S tersebut mengatakan bahwa pembelajaran bahasa Inggris di SMP ini sangat membosankan, dan juga mata pelajaran yang susah dipahami. S kedua mengatakan bahwa GBI sering memberikan tugas tertulis, dan ketika menyampaikan materi, tidak jelas dengan suara yang kecil sehingga membuat S sering mengantuk. Selain itu, S yang pertama menambahkan bahwa GBI itu santai, jadi ketika S tidak bisa mengerjakan soal Bahasa Inggris di dalam kelas, S pun santai-santai saja.

13. Setelah informasi yang dibutuhkan sudah tercukupi, R mengakhiri wawancara dengan S dan kembali ke ruang guru untuk bertemu GBI dan mendiskusikan rencana selanjutnya. R menyampaikan maksudnya untuk melakukan observasi lagi besok Rabu untuk memperoleh data pre-test speaking para S. Setelah itu, R meminta izin untuk pulang.

Field Note 2

Place : English room

Time : 09.35-10.45

1. R datang ke sekolah pukul 9.25 WIB dan langsung menuju ke ruang guru untuk menemui GBI. Sebelum memasuki kelas, GBI dan R berbincang-bincang mengenai hasil observasi kemarin.

2. Setelah itu, pada pukul 9.35, GBI dan R masuk ke ruang bahasa Inggris.

3. Ketika memasuki ruang bahasa Inggris, guru langsung menunjuk salah satu S untuk mengungkapkan kalimat yang digunakan untuk menanyakan pendapat, menyetujui, dan tidak menyetujui pendapat. Kemudian GBI duduk di meja guru dan R duduk di bangku belakang dan menyuruh siswa yang duduk di bangku belakang untuk pindah ke bangku depan yang masih kosong.

4. S yang pertama kali disuruh untuk maju terlihat tidak paham sehingga baik pronunciation atau grammar yang telah dibuatnya salah.

5. Ketika S yang pertama menyampaikan kalimatnya, ada beberapa siswa yang asyik menghafal teks mereka sendiri seperti membuat kalimat-kalimat dengan **Present Tense** berupa **Verb Action**. Akan tetapi, GBI tidak menegur S tersebut.

6. Kemudian, guru menunjuk S berikutnya untuk maju ke depan kelas. Kemudian semua S mendapat gilirannya. Dari keseluruhan S yang menyampaikan kalimatnya di depan kelas, hampir semuanya memiliki kemampuan speaking yang masih rendah. Kebanyakan dari mereka masih salah mengucapkan beberapa kata dalam bahasa Inggris, seperti *think*, *idea*, *agree*, dan masih banyak lainnya.

7. Setelah semua siswa mendapat gilirannya, kemudian GBI memberikan *feedback* tentang penampilan mereka. GBI memfokuskan kesalahan mereka yang kebanyakan menggunakan

kalimat yang salah ketika membuat kalimat untuk menanyakan pendapat. GBI menjelaskan contoh-contoh kalimat yang digunakan dalam mengungkapkan pendapat atau menyetujuinya. 8. Kemudian GBI menutup pelajaran dan meninggalkan kelas dengan mengucapkan *good bye*.

Field Note 3

Place : English room

Time : 08.10-09.20

R : Researcher

GBI : Guru Bahasa Inggris

O (C) : Observer (Collaborator)

1. R datang ke sekolah dengan teman R pukul 8.00. Kemudian R dan teman R menuju ke ruang guru untuk bertemu GBI. R memberi tahu GBI bahwa R mengajak temannya sebagai observer. Sebelumnya R telah memberitahu GBI bahwa R yang akan mengajar S kelas VIIID dan yang menjadi observernya adalah teman R yang juga peneliti di sekolah ini.
2. Setelah itu, GBI, R, dan O masuk ke ruang bahasa Inggris. GBI memberi tahu S VIIID bahwa untuk beberapa pertemuan ini R yang akan mengajar bahasa Inggris. Kemudian, GBI mempersilahkan R dan O untuk mengajar.
3. R memperkenalkan diri dan menyampaikan tujuannya mengajar bahasa Inggris di kelas VIIID. O kemudian duduk di bangku paling belakang untuk mengamati keadaan kelas.
4. R kemudian memberikan beberapa pertanyaan apersepsi kepada para S. R bertanya, *"how do you say if you want to ask someone's opinion?"* kemudian beberapa S menjawab dalam bahasa Indonesia, "menurutmu, tas ini bagus,gak?"
5. Setelah itu, R memutar video tentang ungkapan-ungkapan yang di gunakan dalam menanyakan pendapat, menyetujui,dan tidak menyetujui.
6. R memutar video yang ditunjukkan pada layar LCD. Sejenak S pun diam, mendengarkan dan memperhatikan percakapan yang ada di video. Setelah S diberikan model, R bertanya kepada S terkait teks yang ada dalam model tadi, seperti *"what is video about?"*, *"what kind of expression are used in the video?"*, *" would you give the expression that used in the video?"*. kemudian S menjawab, *" it is about asking opinion"*, *" it is the expression of asking opinion, agree, and disagree"*, *" mmmm, I think friend rice is good or breakfast.....No, I do not like fried rice.*
7. R kemudian menjelaskan tentang teks naratif. Struktur bahasanya, kosakata yang digunakan, dan cara pengucapannya.
8. R kemudian memutar rekaman percakapan. R meminta para S untuk mendengarkan rekaman percakapan tersebut tersebut dengan seksama. Setelah itu R membacakan transkrip

dari prekaman percakapan tersebut dan meminta para S untuk mengikutinya. Ini bertujuan untuk melatih *pronunciation* para S.

9. Kemudian R menyuruh para S untuk mencari kelompok untuk mengerjakan aktivitas berkelompok.

10. Para S terlihat antusias dalam mengerjakan tugas berkelompok (*group work*).

11. Kemudian R meminta para S untuk mengikuti nya melafalkan beberapa kata dengan benar.

12. R: O.K. You guys, follow me. Think! Idea! Agree! Believe! Opinion!, S: (following the researcher). (some students were good in pronunciation, such as Iksan), Ikhsan : “ Think (: / θɪŋk /), Idea (ai:diə), , R: (giving feedback in correct pronunciation), S : “Miss, look. Am I right in pronounce?, R: “ Good.”

13. Setelah itu, R menutup pelajaran dengan mengucapkan salam, “*See you*”, dan S menjawab, “*See you.*”

Field Note 4

Place : English room

Time : 09.35-10.45

1. R datang ke sekolah pukul 9.40, kemudian bersama O langsung masuk ke ruang bahasa Inggris 2.

2. Kemudian R menyapa S, “*how’s life, everybody?*”, S hanya diam dan terlihat bingung. Kemudian R bertanya lagi dengan kalimat yang lebih umum, yaitu “How are you today?” dan S menjawab, “fine. Thank you. And you, Miss?” “I’m fine too. Thanks. Anyway, do you still remember our material about the expression of asking, giving, refusing opinion? Still remember?” “Yes, Mis, remember”, “Good.

3. kemudian R member tahu para S bahwa pada pertemuan kali ini mereka akan melanjutkan materi sebelumnya dengan mengerjakan aktivitas bermain peran (*role-play*).

4. Dan R pun menjelaskan apa yang harus mereka kerjakan dalam sesi ini. Setelah para S memahami instruksi dari R, mrereka pun segera mengerjakan tugasnya.

5. Setelah sekitar 10 menit, para S pun selesai mengerjakan tugasnya. Dan R pun memanggil tiap-tiap kelompok secara acak.

6. Dan S yang bernama Imam dan Andri pun dipanggil untuk maju menampilkan hasil pekerjaan mereka.

7. “Okay, now it’s time for you to practice a conversation about asking, giving, and disagreeing an opinion. Who will try?”, “Andri, miss”, “Okay, Andri, can you? You and your partner practice it in front of the class”. “*Sama Imam miss...*” (with Imam , Miss), “Okay Andri, you and Imam perform your work and do role play of the task”,

“Imam, what do you **think** (: / θɪŋk /) **about** /əbaʊt/ my shoes? (expression)”, “I **think** your shoes look dirty. you have to wash your shoes....”, “Really? Would you wash my shoes...”, “I do not **think** so...(disagreeing expression)”, “Okay, good (*tepuk tangan*)”.

8. Setelah semua kelompok telah mendapat giliran untuk menampilkan hasil pekerjaannya, R bertanya kepada para S untuk mengecek keahaman para S terhadap materi yang dipelajari hari ini.

9. Pada pukul 10.45, bel sudah berbunyi kemudian R menutup pelajaran dengan mengucapkan “*see you dan S menjawab, “Okay, see you”*”.

Field Note 5

Place : English Room 2

Time : 08.10-09.20

1. R datang ke sekolah pukul 08.05 dan langsung menuju ke ruang guru untuk menemui GBI, kemudian GBI mempersilahkan R untuk langsung menuju keruang bahasa Inggris 2.
2. Setelah itu, R masuk ke ruang bahasa Inggris dengan O. R kemudian memberi salam kepada S dengan menanyakan kabar S.
3. Kemudian R memberi tahu kepada para S bahwa hari ini akan memutar sebuah video kartun. Para S terlihat senang dan antusias. Salah satu dari mereka bertanya, “*what kind of movie, miss?*”, kemudian R menjawab, “*it’s narrative video cartoon*”, “*Hore, I love you, miss.*”
4. Setelah memperhatikan video naratif , R menjelaskan kepada para S ,mengenai teks naratif, strukturnya, *grammar*, dan *tenses* yang dipakai.
5. Lalu, salah satu dari bertanya, “jadi, kalau kita akan membuat teks naratif itu pakai *past tense* ya , miss?” kemudian S menjawab , “*yes*”.
6. Setelah itu, R memutar video selanjutnya, tetapi sebelumnya R meminta para S untuk membuat kelompok yang terdiri dari 4 orang.
7. Lalu, R memutar video dan para S terlihat serius memperhatikan video tersebut, dan terlihat antusias dan terlihat tersenyum-senyum.
8. Setelah memperhatikan video kartun, R memberi latihan kepada setiap kelompok untuk berdiskusi menjawab pertanyaan berkaitan dengan video tersebut.
9. R memanggil kelompok Ikhsan dan kelompok Nabila. Tiap-tiap kelompok sukses menyelesaikan tugasnya dengan hasil yang bagus.
10. Kemudian, R memutar video kartun yang ketiga. Dan meminta siswa untuk memperhatikan. Setelah itu, R mambagikan beberapa daftar kata-kata sulit yang terdapat dalam dialog video kartun tersebut. Dan meminta para S untuk menemukan arti dari kata-kata tersebut dan berlatih untuk melafalkannya dalam bahasa inggris dengan baik dan benar.

11. Setelah beberapa menit, R memanggil beberapa S untuk melafalkan kata-kata tersebut. Vinna dan Esa di panggil untuk menampilkan hasil pekerjaannya.

12. R bertanya kepada Esa, “Can you pronounce the word thirsty?” (Ikhsan understood the researcher’s question) thirsty! /’θɜːsti/, Good. Now, Vinna, can you pronounce the word “grew”?, “Apa, Miss? (what?)”, (R mengulang instruksinya ke dalam bahasa Indonesia), kemudia Vinna menjawab. “/gruː/ grew... *bener gak miss?* (is that true, Miss?), “Good”.

Field Note 6

Place : English Room 2

Time : 10.15-11.45

1. R datang ke sekolah pukul 10.15, kemudian R langsung masuk ke ruang bahasa Inggris
2. Kemudian R menyapa semua S. Sebagian S masih ribut karena sebelumnya adalah jam istirahat. Para S ternyata sedang mencicipi makanan buatan temannya, karena mata pelajaran sebelumnya adalah PKK, kemudian R menggunakan topik makanan tersebut sebagai eliciting, yaitu R bertanya, *Have you eaten Ratih’s food, it’s Potato Donnut?* kemudian ada S yang menjawab, “yes” dan ada juga yang menjawab “no”. R kemudian melanjutkan lagi, *How is it? Is it delicious?* “No, agak gosong tapi wangi”. *By the way, do you know how to make it?* karena S menjawab tidak tahu, kemudian R menyuruh Ratih untuk menceritakan cara membuatnya kepada teman-temannya dengan bahasa Inggris. Karena Ratih mengalami kesulitan untuk menceritakannya dengan bahasa Inggris, kemudian R memotongnya dan bertanya kepada semua S tentang *Do you know what kind of text which tell us how to make something?* kemudian S berpikir sejenak dan menjawab, “*procedure*”.
3. Setelah itu, R bertanya tentang organization dan purpose/function of a procedural text, dan hampir semua S bisa menjawabnya. R kemudian membagikan contoh teks *written procedure* dan teks *spoken procedure* kepada para S dan kemudian mendiskusikan dan menjelaskan tentang perbedaan keduanya. Hampir semua S bisa menyebutkan perbedaan kedua teks tersebut.
4. Sebelum melanjutkan ke aktivitas berikutnya, R melihat ada satu s yang bermain HP, kemudian R berkata, “I think we need to make a contract. Sepertinya kita butuh membuat kontrak perjanjian.” R menanyakan persetujuan S, “setuju?” “tentang apa?”, “kontrak ini tentang peraturan selama mengikuti pembelajaran bahasa Inggris. Yang pertama, kalian tidak boleh ramai selama saya menerangkan materi dan ketika ada teman kalian yang sedang maju ke depan kelas. Kalian hanya boleh ramai ketika aktivitas saja dan itupun harus berhubungan dengan topik yang dibahas. Setuju? Ada yang keberatan tidak?”, S menjawab, “tidak”, R melanjutkan lagi, “oke, kontrak yang kedua, usahakanlah menggunakan bahasa Inggris dalam aktivitas yang saya berikan, walaupun hanya beberapa kata yang menggunakan bahasa Inggris, salah tidak apa-apa karena lebih baik salah sekarang daripada salahnya besok-besok ketika kalian sudah besar. Bagaimana setuju?”, “setuju”, jawab S. Kemudian R melanjutkan lagi, “Tujuan dibuatnya kontrak ini agar suasana kelas menjadi kondusif dan kalian bisa

belajar dengan maksimal. Yang terakhir, tolong jangan bermain HP saat KBM.” Kemudian beberapa S menjawab, “Iha kan buat liat kamus”, “oke, kalau buat liat kamus boleh, tapi kalau untuk sms-an yang nggak penting dengan temannya, tidak boleh. Setuju semuanya ya?” semua S menjawab, “setuju”.

5. Setelah dibuat kontrak, R melihat perubahan yang sangat drastis, yaitu suasana kelas menjadi lebih kondusif dan S tidak ada yang ramai. Kemudian, R melanjutkan ke practice. R menjelaskan tentang aturan dalam latihan kali ini. R menjelaskan kepada S bahwa mereka harus bekerja secara berpasangan untuk melengkapi bagian-bagian yang kosong dalam teks prosedur mereka dengan cara mendengarkan dari temannya yang teksnya tidak rumpang. R memberikan dua judul teks prosedur kepada setiap S, yaitu Yummy Fried Rice dan Sparkle Punch. Mereka mempunyai kesempatan yang sama yaitu, keduanya harus melengkapi teks yang rumpang karena kedua S mendapatkan teks rumpang yang berbeda.

6. Setelah itu, S mulai mengerjakan practice yang diberikan, dan R mendatangi satu persatu dari mereka untuk melihat sejauh mana pemahaman mereka terhadap tugas yang diberikan. Semua S benar-benar melakukan instruksi dari R dengan baik. Tidak ada yang hanya sekedar meng-copy paste tulisan temannya.

7. Kemudian setelah semua S selesai melengkapi teks, R menyuruh mereka untuk membuat teks spoken dari teks procedure yang rumpang. Semua S bisa membuat teks spoken dari teks written procedure mereka. Mereka bisa menyelesaikannya dalam waktu 10 menit. Tidak ada S yang hanya meng-copy paste tulisan teks spoken procedure milik teman sebangkunya.

8. Setelah semua S selesai membuat teks monolog, R menyuruh mereka untuk maju menampilkan teks monolog mereka. R memberi tahu S bahwa R akan memberikan point kepada S yang secara sukarela mau maju ke depan kelas menampilkan teks spoken yang telah dibuat. Ada beberapa S yang mau maju ke depan kelas secara sukarela. Tetapi, karena terbatasnya waktu, R hanya memberikan kesempatan untuk 3 S, yaitu Satria, Antonius, dan Sarash. Dari ketiga S tersebut, terlihat bahwa mereka sudah cukup paham tentang cara membuat spoken procedure teks dan mereka sudah cukup lancar. Selain itu, kesalahan pengucapan hanya terjadi pada kata-kata: *pour*, *utensils*, *shallot*, dan *edge*.

9. Kemudian R memberikan feedback terhadap penampilan ke tiga S tersebut dan memberikan pronunciation yang benar dan juga mengecek pronunciation S pada kata-kata: *grate*, *heat*, *clove* dan *slice*. Semua S sangat antusias ketika R menanyakan tentang pronunciation kata-kata tersebut dan ketika menirukan pronunciation yang tepat.

10. Setelah itu, R menutup pelajaran dengan memberikan kesempatan S untuk bertanya, tetapi tidak ada S yang bertanya, kemudian R mengucapkan *see you next Saturday*.

Field Note 8

Place : English Room 2

Time : 08.30-10.00

1. R datang ke sekolah pukul 08.30 kemudian langsung masuk ke ruang bahasa Inggris 2. Seperti biasanya, R menyapa para S. Kemudian R bertanya tentang materi yang mereka pelajari pada hari Rabu untuk mengingatkan para S tentang materi tersebut. “Do you still remember what we have learnt in the previous meeting?” kemudian S menjawab, “Yeah”. Kemudian R bertanya lagi, “What was it?” “Procedure” “great. What is the purpose of a procedure text?” kemudian salah satu S yang bernama Arum menjawab “to tell how to make something”.
2. Karena semua S telah teringat dengan materi pada pertemuan yang lalu, R kemudian memberikan latihan. R menyuruh para S untuk membuat 11 kelompok yang masing-masing kelompok terdiri dari 3 orang. Masing-masing kelompok akan mendapatkan satu buah gambar tentang prosedur membuat teh. Kelompok tersebut harus mencermati gambar yang mereka dapat dengan teliti kemudian menuliskannya di buku mereka. Setelah itu, R akan meminta gambar-gambar mereka dan mereka harus melengkapi semua langkah membuat teh dengan bertanya kelompok lain yang mendapat gambar yang berbeda hingga terkumpul 5 langkah dan mereka harus mengurutkan langkah-langkah tersebut. Kemudian, setelah mereka selesai mengurutkan langkah-langkahnya, mereka secara individu harus membuat teks spoken-nya. Pada kesempatan ini, R memberikan instruksi tersebut dalam bahasa Inggris, dan semua siswa terlihat paham dengan instruksi dari R karena tipe aktivitas yang diberikan hampir sama dengan pertemuan awal.
3. Pada saat S melakukan latihan yang diberikan, R mengawasi dan melihat mereka. Seperti biasa, R mengunjungi satu persatu meja mereka untuk melihat jalannya diskusi. R selalu mengingatkan S untuk menggunakan bahasa Inggris ketika mereka berdiskusi ataupun bertanya dengan S lain untuk mendapatkan informasi yang diinginkan.
4. Pada aktivitas ini, semua S sudah terlibat aktif dalam diskusi di masing-masing kelompok dan semua anggota kelompok juga mendapat pembagian tugas yang adil. Tidak ada anggota kelompok yang hanya duduk-duduk di kursi, seperti pada siklus sebelumnya.
5. Setelah semua S selesai mengerjakan tugas, R menyuruh beberapa S untuk maju kedepan menampilkan monolog yang telah dibuat. Siswa-siswa tersebut antara lain: Dadan, Dita, Harits, Nur, Yunita, Teja, dan Akbar. Dari kesemua S tersebut, sudah terlihat bahwa mereka sudah paham mengenai procedural text dan juga mereka memberikan judul yang tepat untuk procedure tersebut. Selain itu, kesalahan pengucapan sudah jarang dijumpai. Kesalahan pengucapan hanya terjadi pada kata: kettle, sugar, stir, dan stove.
6. Setelah itu, R me-review tentang materi yang telah dipelajari dan memberikan kesempatan kepada S untuk bertanya, tetapi tidak ada S yang bertanya.
7. Kemudian R menutup pelajaran dengan mengucapkan good bye.

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPT

- **Interview Transcript 1**

Interviewer : The Researcher (R)

Interviewee : The Teacher (T)

Time : 08.00 a.m.

Place : Teacher Room

R : Selamat pagi Bu, Bagaimana pendapat Ibu, mengenai kemampuan Bahasa Inggris siswa-siswa VIII D di sekolah ini?

ET : Pagi. Selama mengajar disini siswa-siswa di sini kurang termotivasi belajarnya, sehingga kemampuan mereka pas-pas an. Apalagi banyak siswa dari kalangan kurang mampu, jadi untuk memahami Bahasa Inggris itu, dirasa kurang.

R : Terus kalau dalam kelas mereka seperti apa, bu? Apakah mereka aktif kalau disuruh maju?

ET : Siswa-siswanya aktif sekali, aktif rame, rame banget mbak, jadi nanti jangan kaget. Kalau disuruh maju baru mau, tapi ya itu tidak serius. Malah ada anak yang berulang kali salah tapi ya tidak malu juga.

R : Terus aktivitas apa yang ibu kembangkan ketika speaking?

ET : Speaking jarang ya mbak, karna fokusnya ke UAS aja kadang tidak tersampaikan semua materi. Tapi kadang saya menerapkan speaking, seperti bercerita, tapi ya ditulis dulu, baru bisa dihafal. Kalau tidak gitu susah mbak.

R : Biasanya aktivitasnya disuruh in pair atau in group bu?

ET : Kebanyakan tak suruh in pair mbak, biar gak habis waktu.

R : Ada hambatan tidak bu selama ibu mengajar speaking?

ET : Hambatan paling lebih ke anak – anaknya, susah diatur mbak.

R : Kalau mengenai fasilitas ada hambatan tidak, bu?

ET : Kalau di kelas VIII, sudah ada LCD, fasilitas sekaligus komputer di Lab.

R : Kalau mengenai media selama ini apa saja yang sering ibu gunakan?

ET : Saya paling memakai gambar-gambar mbak, tapi kalau multimedia belum pernah.

R : Kalau bapak sekolahnya apakah mendukung kegiatan pembelajaran bahasa Inggris selama ini?

ET : Kalau bapak sekolahnya mendukung, setiap sore ada les termasuk bahasa Inggris.

R : Oya kalau begitu sudah cukup bu, nanti setelah observasi saya interview ibu lagi, terimakasih bu.

ET : Iya sama-sama.

- **Interview Transcript 2**

Interviewer : The Researcher (R)

Interviewee : The Teacher (ET)

Time : 08.00

Place : Teacher Room

R : Siang bu, tadi saya kan sudah melihat kondisi kelas, dan saya mau concern ke speaking mereka saja. Rencana saya, mau menggunakan communicative activities, seperti *survey games*, *information gap*, dll. dalam aktivitas speaking. Bagaimana menurut ibu?

ET : Ya bagus itu mbak, itu kan termasuk aktivitas yang menarik bagi siswa jadi bisa memotivasi mereka untuk berbicara.

R : Apakah sudah pernah menggunakan communicative activities untuk aktivitas speaking?

ET : Kalau untuk speaking belum pernah, hanya untuk writing aja

R : Ada saran tidak bu, untuk communicative activities yang besok saya mau terapkan?

ET : Ya disesuaikan sama materinya saja mbak, misal cerita dalam bentuk descriptive. Buat aktivitasnya bisa divariasikan dengan membentuk kelompok atau berpasangan.

R : Oya..selama mengajar ibu memakai buku pegangan apa?

ET : Kalau sekolah memakai Let's Talk, tapi anak – anak kalau memakai Let's Talk mereka sudah tau jawabannya karena ada kunci jawabannya di halaman belakang. Jadi saya mevariasi dengan materi yang saya ambil dari buku lain dalam bentuk soal.

R : Oh...begitu bu, kalau begitu besok saya tambahkan materi dari buku saya. Terimakasih bu.

ET : Iya, mbak.

• Interview Transcript 3

Interviewer : The Researcher

Interviewee : Student of VIII D Class (S)

Time : 08.00

Place : English Room

R : Dek, mbak wawancara bentar ya. Dengan dek sapa?

S : Iya mbak, aku Indri.

R : Selama ini pendapat adik tentang Bahasa Inggris gimana?

S : Ya, biasa aja mbak. Takut e mbak.

R : Kog gitu, kenapa? Trus kalo dengan Bu Dewi gimana?

S : Ya, biasa aja mbak. Bosen banget aku mbak. Suara nya kecil, bikin ngantuk.

R : Terus?

S : kalau nerangin ga jelas, ngasih PR banyak padahal ada yang belum paham. Pas masuk, tau-tau suruh maju.

R : O gitu. Kalo jelasin suka pake Bahasa Indonesia apa Bahasa Inggris, dek?

S : Campur – campur mbak, tapi lebih sering Bahasa Indonesianya.

R : Aktivitas yang digunakan ibunya apa dek?

S : Maksudnya aktivitas?

R : Sering memakai permainan atau berdialog.

S : Pernah berdialog tapi berpasangan terus praktek di depan. Belum pernah pake permainan.

R : Seneng gak kalo disuruh maju kedepan mempraktekan dialog gitu?

S : Enggak

R : Kok gag suka kenapa? kan bisa ngomong Bahasa Inggris

S : Malu mbak, ntar kalo salah suka disorakin teman – teman. Bahasa Inggris ku kan kacau.

R : Ya gak papa dek, biar PD

S : Malu mbak...

R : Mungkin ada yang diinginkan kalo ngajar itu gimana? Pengajarannya gitu? Sarannya

S : Hmm..apa ya mbak, ya dibikin menarik aja. Kaya game gitu mbak, trus kalau bisa pake laptop mbak, kaya mata pelajaran Biologi jadi ga ngantuk.
 R : Terus tentang aktivitasnya kayak apa yang diinginkan? Kegitannya
 S : Ya apa ya...
 R : Diskusi atau permainan
 S : Diskusi sama permainan mbak..
 R : Maksih ya..
 S : Ya..

• **Interview Transcript 4**

Interviewer : The Researcher

Interviewee : Student of VIII D (S)

Time : 08.00 a.m.

Place : English classroom

R : Namanya siapa dek?
 S : Buyung
 R : Suka enggak sama bahasa Inggris?
 S : Lumayan mbak
 R : Kok lumayan, lha suka apa enggak?
 S : Ya biasa aja mbak, suka sih lha katanya penting.
 R : Lha terus selama ini ada kesulitan nggak dalam pembelajaran bahasa Inggris?
 S : Kesulitan sich enggak mbak, tapi kadang pembelajarannya kurang menarik.
 R : Kurang menarik gimana dek?
 S : Yaa...suruh ngerjain soal terus jarang ada aktivitas kaya kelompokan gitu, terus gurunya kalo masuk gag pake salam dulu..langsung pelajaran. Lagipula ibunya suaranya kurang kenceng jadi yang dibelakang gag kedengaran mbak...
 R : O gitu..terus kalo pembelajaran speaking aktivitasnya disuruh apa? Mungkin disuruh berkelompok terus akting atau bercerita di depan?
 S : Hmm...apa ya mbak, paling suruh baca dialog di buku paket secara berpasangan.
 R : Terus ibunya pernah pakai media gag pas ngajar? Misal kaya gambar – gambar, video atau permainan mungkin?
 S : Pernah sih, pakai gambar hewan gitu terus kita di suruh mendeskripsika tapi itu juga baru sekali mbak...
 R : Hmm gitu..terus ada saran buat guru? Pengennya kamu seperti apa kalo guru ngajar bahasa Inggris itu?
 S : Gimana ya mbak..?
 R : Gimana? Yang aktif pake media gitu..suka enggak kalo misal disuruh maju gitu?
 S : Iya kegiatan yang aktif mbak, biar gag bosan..
 R : Berarti selama ini kegiatannya membosankan ya dek?
 S : Iya mbak..
 R : O..gitu, oke makasih iya dek..
 S : Iya

- **Interview Transcript 5**

Interviewer : The Researcher

Interviewee : Teacher (Collaborator)

Time : 10.30 a.m.

R : Bagaimana menurut Ibu tentang *action* yang tadi saya lakukan?

C : Menurut saya *action* yang tadi anda sudah bagus. Sebelum memulai pembelajaran anda memberikan salam, mengajak berdoa dan mengecek keadaan siswa. Terus kegiatannya juga sudah cukup efektif tetapi hanya beberapa siswa yang aktif, terutama yang di depan, mereka aktif menjawab pertanyaan Anda tetapi yang lain rame. Sebaiknya sebagai guru Anda harus lebih mendekati siswa agar mereka tidak ramai.

R : Bagaimana pendapat Ibu tentang cara penyampaian materi saya mengenai *descriptivet text*?

C : Penyampaian materi mengenai *descriptive* sudah bagus sudah ada contohnya jadi siswa sudah paham

R : Terus bu, tentang penggunaan *communicative activities* sebagai pembelajaran *speaking* apakah sudah sesuai?

C : Sudah sesuai siswa jadi lebih aktif karena ada media yang diterapkan dalam pembelajaran.

R : Apakah menurut ibu siswa lebih aktif berbicara dengan menerapkan *communicative activities*?

C : Ya itu yang aktif hanya yang didepan saja, yang di deretan belakang kebanyakan rame,tidak memperhatikan.

R : Untuk *action* selanjutnya apakah ada saran dari ibu?

C : Mungkin karena rame itu, kan mereka tidak mendapat pembagian tugas yang merata. Mungkin di *action* selanjutnya Anda bisa memberikan pembagian tugas yang merata pada setiap siswa sehingga mereka bisa berperan aktif dalam pembelajaran.

R : Baik bu, terimakasih

C : Iya

- **Interview Transcript 6**

Interviewer : The Researcher

Interviewee : Students (S)

Time : 11.45 a.m.

Place : English classroom

R : Bagaimana menurut adik-adik tentang aktivitas *speaking* selama dua kali meeting ini?

Ss : Seneng mbak...

S1 : Menurut saya, lumayan bagus daripada gurunya, kalo gurunya belum pernah ada kegiatan kaya gini mbak.

S2 : Ho'o mbak...tapi mbak kurang adil, masakcuma yang laki-laki aja yang dibimbing terus.

S3 : Sebaiknya materinya ditulis di papan tulis mbak, biar kita lebih jelas nangkepnya. Misalnya kalo *descriptive* itu kan pake past tense, sebaiknya ditulis di papan tulis karena kita belum jelas soalnya gurunya tidak pernah menerangkan.

R : Oke, ada saran?

S1 : jangan Cuma yang dibelakang aja Mis, yang diperhatikan. Di depan juga donk.

- S2 : Iya aku kan udah duduk depan, biar tambah jelas.
 S3 : Ya, lebih sering pake media sama kegiatan menarik kaya gini aja mbak, bagus kok.
 R : Terus ada kesulitan tidak selama saya mengaplikasikan action saya?
 S1 : ya, kadang bingung karna rame.
 R : Sulit tidak mengikuti aktivitas selama ini?

S1, S2, S3: Tidak

- R : Paham kan dengan yang saya terangkan?
 S1 : Iya, lebih paham daripada sama gurunya.
 R : Kira-kira pengetahuan speaking kalian meningkat tidak?
 S1 : Iya, lumayan
 S2 : Sedikit
 S3 : Sedikit
 R : Jadi tambah aktif nggak?
 Ss : Iya
 R : Yasudah, terima kasih ya

• **Interview Transcript 7**

Interviewer : The Researcher

Interviewee : Teacher (Collaborator)

Time : 10.00 a.m.

Place : English classroom

- R : Bagaimana pendapat Ibu mengenai action tadi?
 C : Action yang ini lebih baik daripada yang kemarin karena action atau latihan-latihan yang Anda berikan sudah membuat siswa aktif semua dan mereka mendapat pembagian tugas yang adil
 R : Terus untuk siswa yang rame kira-kira ada peningkatan atau lebih sedikit?
 C : Pada waktu pembukaan sih rame, tapi setelah practice, mereka lebih aktif daripada yang kemarin
 R : Berarti siswa lebih aktif ya? Keaktifan siswa lebih meningkat ya?
 C : Ya, lebih meningkat daripada yang kemarin. Siswa lebih aktif berbicara karena karena aktivitas yang diberikan itu membuat siswa berinteraksi dengan baik, mereka bisa bekerja sama dengan teman yang lain.
 R : Oya, sesuai rencana besok itu mereka meretell textnya tidak membawa text, mereka harus menghafal, menurut ibu bagaimana?
 C : Ya saya rasa bisa kita terapkan soalnya kemarin-kemarin kan mereka majunya pake teks jadi speaking mereka masih terpacu pada teks dan mereka membacanya, mungkin besok siswa sudah dan harus bisa meretell text tanpa membawa text.
 R : Mungkin ada tambahan lagi bu?
 C : Saya rasa tidak
 R : Terima kasih...
 C : Ya...

- **Interview Transcript 8**

Interviewer : The Researcher

Interviewee : Students (S)

Time : 09.15 a.m.

Place : English classroom

R : Halo dek...dengan dek siapa ini?

S : Aprilliani

R : Bagaimana pendapatnya tentang pertemuan pertama, waktu disuruh menggabungkan cerita jadi satu itu?

S : Hmm..yang itu, pada rame sih mbak jadi agak ribet. Tapi kalo aku seneng – seneng aja soalnya pas pelajaran ada kegiatannya jadi gag bosan.

R : Ada peningkatan gag selama ini?

S : ada mbak...lumayan lah

R : Terus pertemuan kedua gimana, yang *Finding Criminal* itu?

S : Yang itu gag begitu ribet mbak, soalnya kita kan punya tanggung jawab masing – masing untuk mencari informasi dari kelompok lain.

R : Hmm..gitu ya, kalau tentang penjelasan descriptive text dan tensesnya sudah jelas belum?

S : Sudah mbak, kan setiap pertemuan penjelasannya diulang – ulang terus mbak...jadi ngedong..hehe

R : Kan kegiatannya pakai communicative activities, kaya survey game gitu, menurut adik gimana?

S : Seneng mbak, soalnya aktivitas bagus mbak..ada gambarnya juga, jadi pas kita mencari informasi dari kelompok lain keingat gambarnya jadi terbantulah mbak ngomongnya..

R : berarti ada peningkatan ya dek?

S : Iya mbak..

R : Terus kalau pertemuan yang tadi gimana dek?

S : Yang tadi sih lebih enak, lebih bisa mengembangkan cerita soalnya kan yang melengkapi blank dialog terbantu dengan gambarnya jadi lebih mudah aja, apalagi ya, lebih santai juga.

R : Terus dari ketiga pertemuan itu suka yang mana dek?

S : Jujur, kalau saya sih seneng semuanya, tapi kalau untuk yang lebih efisien sih yang dua orang soalnya lebih cepet.

R : Oya, selama ini paham nggak dek, kalo saya menerangkan pake bahasa Inggris?

S : Ya awalnya sih rada-rada nggak dong juga, tapi makin kesini lumayan bias nangkeplah, soalnya kan sama Miss-nya trus di tejemahin kalo kita-kita nggak dong. Terjemahan dari Miss lumayan membantu lah Hehe

R : Lain kali harus paham tanpa saya harus menerjemahkannya lho.

S : He, ya mudah-mudahan bisa. Pasti. Hehe

R : Ok. Makasih ya dek.

S : Iya mbak..

- **Interview Transcript 9**

Interviewer : The Researcher

Interviewee : Students (S)

Time :09.20 a.m.
Place : English classroom

- R : Oke dek, gimana pendapatnya tentang aktifitas selama ini?
- S1 : Seneng lah mbak, kayak bermain, tapi masuk. Jadi nggak kerasa belajar tapi masuk. Selain itu, jadi tau pronunciation yang bener juga.
- R : Berarti seneng nggak dek, kalo mbak ngasih tau pronunciation yang bener gimana?
- S2 : Senenglah mbak, soalnya kita jadi tau benarnya gimana, selama ini nggak pernah dikasih tahu sama gurunya sih.
- R : Dek Reinha, gimana pendapatnya tentang aktivitas pertama dulu, masih inget kan?
- S3 : Masih. Menyenangkan, bisa keliling, tapi waktu itu pada belum jelas maksudnya itu suruh ngapain, jadi ada yang ngiranya gini, ada yang ngiranya gitu jadi waktunya malah terbuang untuk berdebat sendiri. Jadi waktu itu belum ada pengertian tentang tugasnya itu suruh ngapain, fungsinya apa. Trus pemahaman orang kan beda-beda tentang gambarnya itu. Jadi susah menyatukan ceritanya itu.
- R : OK, trus ada kesulitan nggak pas kegiatan pertemuan pertama kemarin?
- S1 : Kesulitannya pas nyatuin gambar yang satu dengan yang lain, ngepasin sama identity nya itu lho mbak, kan kadang bingung karna, masih baru juga.
- R : Tapi paham nggak?
- S3 : Paham
- R : Trus sudah ada peningkatan belum?
- S2 : Sudah walopun sedikit
- R : Apa aja peningkatannya dek?
- S2 : Ya vocabnya, pronunciationnya juga..ga banyak salah ucap.
- R : oya, trus tentang aktivitas yang kedua yang “Find Friend” sama yang “Find the Criminal” itu gimana?
- Ss : Menyenangkan
- R : Kan kegiatannya pakai communicative activities terus nih, menurut adik gimana?
- S1 : Seneng sih mbak..aktivitasnya lucu-lucu..hehehe
- R : Dengan kegiatan ini kalian terbantu gag buat speaking?
- S2 : Terbantu kok mbak, soalnya kita lebih mudah memahami situasinya jadi kalo mau *retell* lebih mudah.
- R : terus yang terakhir ini tadi gimana? Yang dua orang?
- S2 : Yang dua orang? Seneng, bisa latihan speaking, speakingnya bisa lebih bagus lah.
- S3 : He'em mbak lebih mudah pemahamannya
- R : Ada kesulitan nggak?
- S1 : Belum
- R : O..ya selama ini paham gak dek, kalo saya menerangkan pakai bahasa inggris?
- S1 : lumayan mbak bias nangkap sedikit – sedikit mbak..
- S2 : Paling pas salam itu dong..hehe
- R : Kalo dek Reinha gimana?
- S : Lumayan lah mbak..hehe
- R : Yaudah, makasih ya dek
- Ss : sama-sama.

- **Interview Transcript 10**

Interviewer : The Researcher

Interviewee : Students (S)

Time : 09.25 a.m.

Place : English classroom

R : Halo, dek siapa?

S : Devi Novitasari, Devi mbak..

R : Oya..Dek Devi, gimana pendapatnya tentang aktivitas yang pertama dulu? Masih inget kan?

S : Masih. Menyenangkan, meski agak bingung mbak..rame sich..hehe

R : Trus sudah paham belum tentang penjelasan recount text?

S : Sudah mbak

R : Ada kesulitan gag waktu saya menerapkan *communicative activities* kaya game-game tadi?

S : Pertama – tama sih agak susah karena kita disuruh untuk gabungin cerita dari kelompok lain tapi untuk kegiatan berikutnya mudah mbak..

R : Terus untuk pertemuan yang kedua gimana?

S : Yang kedua aku seneng sih, soalnya waktu disuruh untuk melengkapi gambar-gambar itu kita bawa panelnya jadi lebih mudah.

R : Trus yang ketiga gimana?

S : Sama menyenangkan, tapi tadi kan belum selese jadi belum begitu terasa.

R : Trus diantara yang ketiga kegiatan itu lebih suka yang mana?

S : Seneng yang kedua mbak, nggak tau kenapa, soalnya kalo yang pertama itu kan belum pada paham tentang tugasnya. Trus kalo yang kegiatan kedua kemarin seru aja. Trus kalo yang dua orang kan baru tadi dan tadi juga belum selese, jadi belum tau rasanya gimana.

R : Oya sudah ada peningkatan belum dek?

S : Sudah lumayan.

R : Apa aja peningkatannya dek?

S : Apa ya, ya kayak kosa katanya, pengucapannya, em..pengetahuan tentang bahasa Inggrisnya juga.

R : Trus sudah merasakan manfaatnya belum?

S : Manfaat pasti ada, jadi berani speaking, jadi berani mikir ini itu gini-gini, listening juga karena denger temen ngomong.

R : Ada kesulitan nggak dek kalo saya menerangkan pakai bahasa Inggris?

S : Nggak ada

R : Makasih ya dek

S : Oke

- **Interview Transcript 11**

Interviewer : The Researcher

Interviewee : Teacher (Collaborator)

Time : 10.10 a.m.

Place : English classroom

- R : Bagaimana pendapat ibu mengenai action ketiga saya tadi?
 C : Menurut saya aktivitas tadi lebih mengaktifkan siswa dalam pembelajaran mereka karena tugas yang diberikan tadi tu, grupnya kan in pair to?
 R : Iya
 C : Jadi mereka lebih berperan aktif lagi dalam latihan atau practicenya.
 R : Menurut ibu, tadi semua siswa sudah aktif dengan pasangan-pasangan mereka belum?
 C : Em, saya rasa sih sebagian sudah aktif tadi, tapi tadi ada beberapa siswa tadi yang malah bergerombol, jadinya mereka nggak in pair lagi, malah in group of four.
 R : Iya bu..besok di Cycle II kayaknya harus lebih tegas ya.
 C : Oiya itu.
 R : Apakah ada pengaruh positif penggunaan communicative activities terhadap kemampuan berbicara siswa?
 C : Ya..menurut saya communicative activities bisa membantu siswa dalam berbicara
 R : Untuk pertemuan berikutnya ada saran bu?
 C : Lebih tegas aja mbak biar lebih kontrol
 R : Baik bu, thanks ma'am.
 C : You're welcome.

• **Interview Transcript 12**

Interviewer : The Researcher

Interviewee : Students

Time : 08.50 a.m.

Place : English classroom

- R : Halo dek Agnes, ya? Satunya siapa
 S1 : Iya mbak.
 S2 : Faris.
 R : Oh iya, dek Faris
 R : Gimana dek pendapatnya tentang keseluruhan aktivitas yang mbak terapin selama ini?
 Ss : Asyik-asyik aja, seru mbak.
 R : Terus selain itu apalagi?
 S1 : Enggak bosen aja mbak, kan ada medianya ada aktivitasnya juga.
 R : Kalo dek Faris?
 S2 : Menurutku kegiatan yang kedua lebih menyenangkan..pembagian tugasnya lebih merata mbak.
 R : Hmm..gitu, terus sudah ada peningkatan bahasa Inggris belum?
 S2 : Sudah mbak.
 R : Apa aja itu?
 S2 : Ya kayak ngarang-ngarang pake bahasa Inggris itu, lebih PD.
 R : Terus dalam hal speakingnya gimana?
 S2 : Yah lumayan meningkat daripada yang kemarin-kemarin. Salah satunya jadi tau cara pengucapannya yang bener gimana.
 S1 : Gambar – gambarnya lebih membantu kita untuk berbicara mbak.
 R : Maksudnya?

S1`: Seumpama kita mau ngomong apa gitu terus keingat gambarnya, jadi lebih terbantu gitu mbak. Terus waktu diminta melengkapi dialog gambarnya membantu banget.

R : Oh ya..ya, ada kesulitan nggak selama ini?

S1 : Nggak ada, nggak susah-susah banget kog.

R : oya, terus diantara aktivitas yang tadi dan kemarin, suka yang mana dek?

S1 : Yang dua orang mbak

R : Kenapa?

S1 : Soalnya kayaknya lebih bisa akrab daripada yang lain.

R : Maksudnya?

S1 : Ya kan udah akrab sama teman sebangku trus komunikasinya bisa lebih lancar..hehe

R : Kalo saya menerangkan pake bahasa Inggris kamu paham nggak?

S2 : Ya sedikit-sedikit mbak.

R : Ada lagi nggak?

S2 : Em, udah itu aja

R : Yaudah, makasih ya

Ss : Ya mbak.

• Interview Transcript 13

Interviewer : The Researcher

Interviewee : Student

Time : 08.55 a.m.

Place : English classroom

R : Oke dek Saiful, gimana pendapatnya dek dengan penggunaan communicative activities selama pembelajaran speaking?

S : Menyenangkan mbak, lebih paham sama ceritanya soalnya ada berbagi informasi nya.

R : Ada lagi gag dek?

S : Asyik mbak lebih seru soalnya kerja kelompok

R : Terus kalo aktivitasnya suka yang mana dek, yang berempat atau yang berpasangan dek?

S : Lebih suka yang berpasangan mbak karena nggak terlalu rumit jadi mudah mbak komunikasinya.

R : Ada kesulitan nggak?

S : Nggak ada, cuma menghafalkannya aja.

R : Trus gimana ni, selama ini paham ndak kalo saya menjelaskan pake bahasa Inggris.

S : Ya lumayan paham.

R : Itu kan karena mbak kadang nerjemahin ke bahasa Indonesia, kalo full English bisa nangkep nggak?

S : Hehe, Insya Allah bisa.

R : Harus bisa ya, masak pake terjemahan terus.

S : Siap

R : OK, makasih..

S : sama-sama.

- **Interview Transcript 14**

Interviewer : The Researcher

Interviewee : The Teacher (Collaborator)

Time : 09.15 a.m.

Place : Teacher Room

R : Pagi Bu...

C : Pagi..

R : Ibu, bagaimana pendapatnya tentang aktivitas tadi?

C : Menurut saya aktivitas yang tadi itu lebih baik dari yang kemarin karena tadi soalnya dilatih tanpa teks, walaupun agak belum lancar, tapi *pronunciation* mereka sudah lumayan, selain itu *vocabulary* juga sudah meningkat

R : Menurut ibu untuk *work in pairs* siswa sudah berperan aktif belum?

C : Sudah mbak siswa lebih terkontrol karena *concern* sama pekerjaannya.

R : Oya, trus kalo masalah penggunaan audio visual selama ini gimana?

C : Ya lumayan efektif, bagus dan lebih jelas dalam penyampaian nya. Em, sepertinya mereka juga lebih fokus dengan penjelasan-penjelasan seperti dalam model atau contohnya.

R : Iya, saya juga rasa begitu. Trus kan selama Cycle I ini saya pakai dialogue, bagaimana baiknya ya Bu, untuk cycle ke depan karna topik nya procedure?

C : Ya, lebih baik diganti monologue, tapi semacam demonstrasi tentang membuat sesuatu atau memakai sesuatu.

R : Hmm...baik bu, untuk Cycle II besok ada saran tidak untuk segi materinya?

C : Ya disesuaikan aja sama materinya mbak, sesuai SK dan KD

R : Baik bu..

C : Mungkin manajemen waktu aja mbak, terus siswa lebih di dekati biar mereka lebih merasa diperhatikan.

R : Ada saran lagi bu?

C : Saya rasa tidak

R : Terimakasih bu..

C : Sama – sama

- **Interview Transcript 15**

Interviewer : The Researcher

Interviewee : Student

Time : 09.15 a.m.

Place : English Room

R : Dek Bunga, gimana suka nggak ma aktivitasnya tadi?

S : Suka mbak...seru soalnya kita main tebak – tebak nama hewan.

R : Terus tadi seneng gak pas saya bilang kalau yang mau maju akan dapat poin?

S : Seneng banget mbak, apalagi tadi saya maju, puas gitu rasanya dapat nilai (tertawa)

R : Tadi paham nggak ma instruksi yang diberikan?

S : Paham mbak..

R : Bagus kalo gitu. Trus ada kesulitan gak tadi?

- S : Paling cuma bingung pas cari – cari hewannya, tapi enjoy kok mbak seneng...
 R : Ada peningkatan belum dek?
 S : Sudah, selain lebih lancar bicara bahasa inggrisnya..juga lebih tau cara pengucapan yang benar.
 R : Makasih ya dek..
 S : Ya mbak..

• **Interview Transcript 23**

Interviewer : The Researcher (R)

Interviewee : Student (S)

Place : English Room

- R : Dengan dek siapa ini?
 S : Amirah.
 R : Gimana dek pendapatnya tentang aktivitas tadi?
 S : Ya cukup jelas.
 R: Menyenangkan nggak?
 S : Lumayan soalnya kita nggak cuma melengkapi dialog yang kosong di komik, tapi juga ada aktivitas dan memberanikan diri maju ke depan.
 R : Trus ada peningkatan belum?
 S : Sudah, meningkat kosa katanya,
 R : Dari segi speakingnya gimana?
 S : Nambahlah, orang maju terus.
 R : Makasih ya
 S : Sama - sama

• **Interview Transcript 24**

Interviewer : The Researcher (R)

Interviewee : Student (S)

Place : English Room

- R : Dek siapa ya?
 S : Vicky.
 R : Dek Vicky, gimana menurut adek aktivitas tadi?
 S : Menyenagkan mbak daripada ma gurunya
 R : Menyenangkannya gimana?
 S : karena ada kayak akting – aktingnya itu.
 R : Ada kesulitan nggak tadi?
 S : Nggak sih
 R : Terus sudah ada peningkatan belum?
 S : sudah.
 R : Apa aja dek yang meningkat?
 S : Ya jadi lebih berani, vocabulary meningkat, tambah PD juga ngomong bahasa Inggris.

R : udah gitu aja. Ada yang lain nggak?
 S : emm apa ya? Pronunciationnya meningkat mbak..
 R : Makasih ya..
 S : Ya..

• **Interview Transcript 25**

Interviewer : The Researcher (R)

Interviewee : Student (S)

Time : 10.56 a.m.

Place : English Room

R : Hai, dek Fera ya?
 S : Iya mbak..
 R : Gimana pendapatnya dek Fera mengenai aktivitas tadi?
 S : Menyenangkan, tapi suara mbaknya pas menjelaskan aktivitasnya kurang keras, jadi agak susah nangkepnya.
 R : Selain itu apa?
 S : Ya enak, bisa mikir bareng-bareng ma teman-teman yang lain.
 R : Oya, trus sudah ada peningkatan belum selama ini?
 S : Udah. Meningkat cara bacanya, lebih aktif karena sering disuruh bekerja berkelompok juga.
 R : Emang dulu kalau sama Bu Nanik belum pernah ya?
 S : Nggak pernah kebanyakan ngasih teori.
 R : Trus ada kesulitan nggak tadi?
 S : Nggak ada
 R : Makasih ya dek
 S : Ya mbak...

• **Interview Transcript 26**

Interviewer : The Researcher (R)

Interviewee : The Collaborator (C)

Time : 11.00 a.m.

R : Halo mbak Anggun, gimana tadi menurutmu aktivitasnya?
 C : Menurutku aktivitas tadi lebih baik karena udah ada peningkatan dari segi speaking mereka. Trus materinya juga mengenai kehidupan sehari-hari.
 R : Oya, tadi kalau saya lihat semua siswa sudah terlibat aktif dalam KBM. Menurut mbak gimana?
 C : Iya, tadi semua siswa aktif bekerjasama dan pas disuruh maju pun mereka langsung mau.
 R : Iya betul. Trus kalo dibandingkan dengan yang kemarin-kemarin gimana?
 C : Ya lebih bagus lagi-pula mereka terlihat PD saat mempraktekan dialognya.
 R : Kalo masalah peningkatan speaking siswa menurut mbak Anggun gimana?
 C : Peningkatan sudah ada, dari segi vocabulary, accuracy, fluency dan pronunciation mereka jauh lebih meningkat dibandingkan dengan yang pertemuan pertama dulu.
 R : ada tambahan lagi nggak?

- C : Saya rasa nggak.
 R : Berarti sudah cukup ya dua cycle aja. Kan action di cycle 2 ini semuanya sudah lumayan berhasil.
 C : Iya, dua cycle sudah cukup rasanya.
 R : Makasih ya..
 C : ya, sama-sama.

• **Interview Transcript 27**

Interviewer : The Researcher (R)

Interviewee : Students (Ss)

Time : 09.15 a.m.

- R : Hai dek...boleh tanya – tanya sebentar?
 S (all) : Iya mbak boleh..tanya apa nih mbak?
 R : Tadi kan mbak habis ngasih kuesioner sama kalian, mbak mau tanya apa alasan kalian setuju atau tidak setuju tentang pertanyaan yang ada di kuesioner.
 S1 : Hmm...gitu okey2..
 R : Mbak lihat dari hasil kuesioner kalian, semua hampir setuju dengan penerapan *communicative activities*.
 R : Hmm..gitu ya..okey dek, makasih ya dek
 S (all) : Ya mbak....

• **Interview Transcript 28**

Interviewer : The Researcher (R)

Interviewee : Students (Ss)

Time : 09.20 a.m.

- R : Hai dek...lagi apa nich?
 S2 : Lagi maem mak icih, mau mbak?
 S3 : pedes lho...
 R : Gag dek, makasih...mau tanya – tanya aja..hehe
 S1 : Tanya apa nich mbak..
 R : Kan tadi mbak habis ngasih kuesioner, mau tau alasan kalian aja kenapa ada yang jawab setuju ada yang gak..
 S4 : Oke – oke
 R : Mbak lihat kalian pada setuju karena media yang diterapkan menarik..kenapa?
 S2 : Hmm..itu, menurutku sich karena gambarnya bagus mbak..menarik..jadi kalo kita disuruh retell gampang kan kita bisa bayangin gambarnya..
 R : Terus apa lagi?
 S3 : apa ya...berwarna jadi seneng lihatnya..
 R : kalau dek Karima ma Lia, gimana?
 S4 : sama sich kaya Fara..menarik gambarnya jadi ceritanya mudah dipahami
 S1 : Iya mbak..

R : Okay, thank you ya dek...
 S (all) : You're welcome mbak...

• **Interview Transcript 29**

Interviewer : The Researcher (R)

Interviewee : Students (Ss)

Time : 09.25 a.m.

S1 : Golda
 S2 : Ahmad
 S3 : Inova
 R : Dek....mbak ganggu bentar ya...?
 S (all) : Ada apa mbak?
 R : mau tanya – tanya aja tentang kuesionernya tadi...
 S1 : Boleh – boleh mbak
 R : Kenapa kalian setuju dengan aktivitas yang diterapkan selama menggunakan comic strips?
 S2 : Menarik mbak, jadi melatih keberanian kita ngomong bahasa Inggris..kaya pas role play itu?
 R : Okey, apa lagi?
 S1 : Aktivitasnya enggak bosennin mbak, kan ganti – ganti terus mbak tiap pertemuan
 R : Terus efektif gag selama ini aktifitas ma comic stripsnya?
 S3 : Efektif kok...lebih mudah memahami materinya mbak..
 R : Ada lagi gag dek?
 S (all) : Sudah mbak itu aja
 R : Oke, makasih ya dek...
 S (all) : Iya mbak...

PHOTOGRAPHS



